

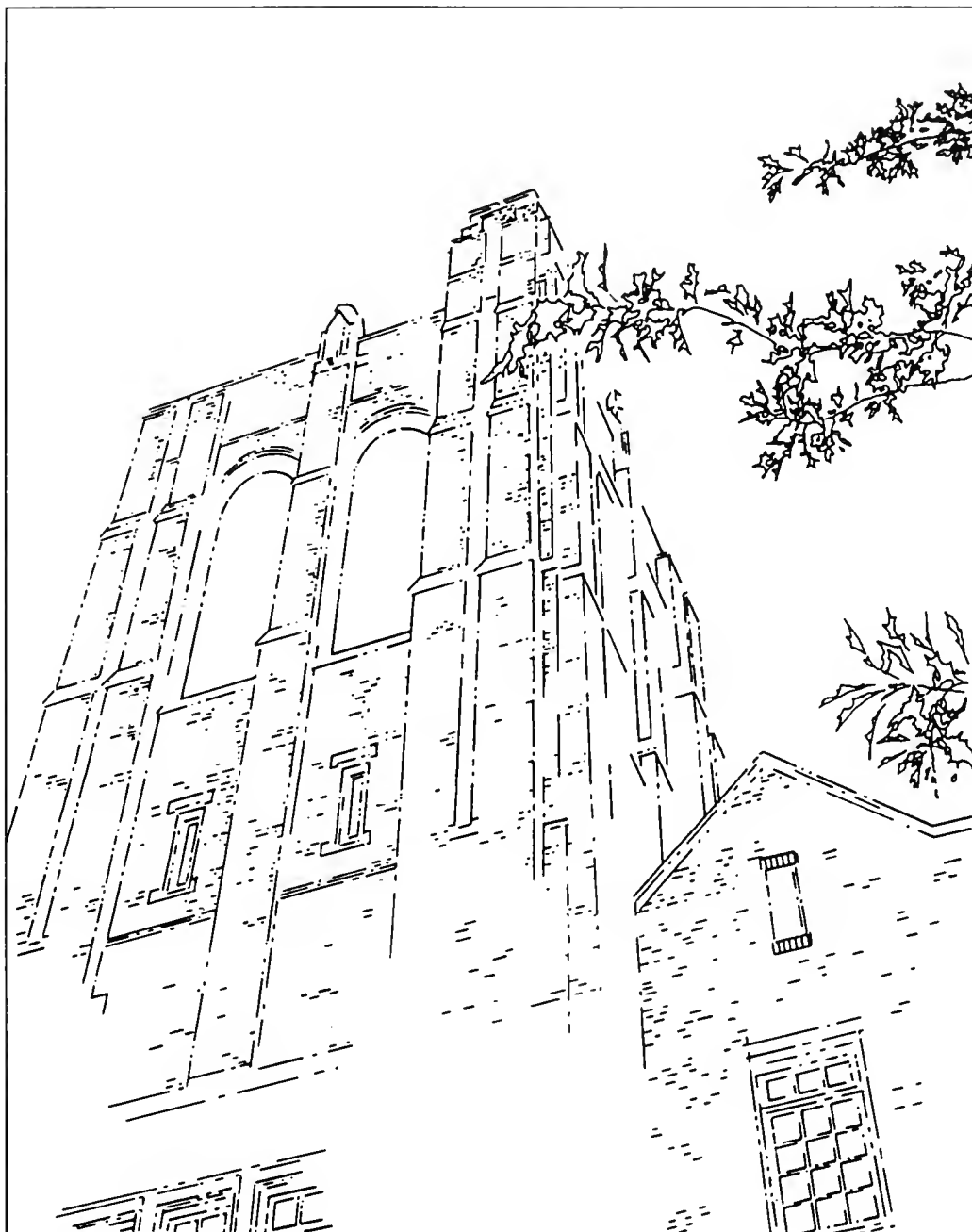
# LASALLE

UNIVERSITY



ACADEMIC BULLETIN 1997-1998





## Academic Bulletin 1997-1998

La Salle University  
Philadelphia, Pennsylvania 19141  
215/951-1500

La Salle University does not discriminate against any applicant because of race, color, religion, sex, age, national origin, sexual orientation, marital status, or handicap or disability which does not interfere with performance of essential job functions after reasonable accommodation, if any. Admission is based upon an applicant's qualifications and ability to meet the established requirements for admission and for specific programs. This commitment extends to participation in all educational programs and activities of the University.

## ACCREDITATION AND MEMBERSHIPS

La Salle University was chartered in 1863 by the Legislature of the Commonwealth of Pennsylvania and is empowered by that authority to grant academic degrees.

La Salle is accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools, 3624 Market Street, Philadelphia, Pennsylvania 19104, (215)662-5606. The Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Commission on Recognition of Postsecondary Accreditation.

La Salle is also accredited by:

American Assembly of Collegiate Schools of Business (AACSB), 600 Emerson Road, Suite 300, St. Louis, Missouri 63141, (314)872-8481

Pennsylvania Department of Education, 333 Market Street, 12th Floor, Harrisburg, Pennsylvania, 17126, (717)787-5041

Regents of the University of the State of New York, Albany, New York 12234, (518)474-5844

American Association of Colleges for Teacher Education, One Dupont Circle, NW, Suite 610, Washington, D.C. 20036, (202)293-2450

American Chemical Society, 1155 16th Street, NW, Washington, D.C. 20036, (202)872-4589

National League for Nursing, 350 Hudson Street, New York, New York 10019, (212)989-9393

Pennsylvania State Board of Law Examiners, 5035 Ritter Road, Suite 1100, Mechanicsburg, Pennsylvania 17055, (717)795-7270

Council on Social Work Education, 1600 Duke Street, Alexandria, Virginia 22314, (703)683-8080

Member of: American Council on Education, Association of American Colleges, National Collegiate Honors Council, American Assembly of Collegiate Schools of Business, College Entrance Examination Board, American Association of Collegiate Registrars and Admissions Officers, Association of College Admissions Counselors, National Catholic Educational Association, College and University Council of Pennsylvania, Association of Liberal Arts Colleges of Pennsylvania for the Advancement of Teaching, Pennsylvania Catholic Education Association, American Library Association, Urban Studies Association, National Commission on Accrediting, American Catholic Historical Society, Educational Conference of the Brothers of the Christian Schools, National Association for Foreign Student Affairs, National Association of Student Personnel Administrators, Association of College and University Housing Officers, and National Association of College and University Business Officers.

## RIGHTS AND PRIVACY ACT PROVISIONS

Each year, La Salle University informs students of the Family Educational Rights and Privacy Act of 1974. This Act was intended to protect the privacy of educational records, to establish the right of students to inspect and review their educational records, and to provide guidelines for the correction of inaccurate or misleading data through informal or formal hearings.

To fulfill basic requirements for compliance with the Act, each institution must inform each student of his/her right to prevent disclosure of personally identifiable information. Although La Salle does not publish a public directory, the Office of the Registrar, at its discretion, does disclose the following information: Name, address, dates of attendance, class, major field of study, and degree(s) conferred (including dates).

Under the provisions of the Rights and Privacy Act, currently enrolled students may withhold disclosure of such information. To prevent disclosure, written notification must be received by the Office of the Registrar by October 1st in the Fall Semester and February 15th in the Spring Semester. The University will honor each request to withhold any of the categories of information listed above but cannot assume responsibility to contact a student for subsequent permission to release them. Decisions about withholding any information should be made very carefully. Should a student decide to inform the institution not to release any information, any future requests for such information from non-institutional persons or organizations will be refused.

La Salle University assumes that failure to request the withholding of "directory information" indicates approval for disclosure.

To comply fully with the provisions of the Commonwealth of Pennsylvania's Act 73, the College and University Security Information Act of 1988, La Salle University has available its Crime Statistics Report for 1996, as well as a publication entitled "Safety and Security at La Salle University." Copies of either document may be requested without charge in writing from the Office of Public Relations, La Salle University, Philadelphia, PA 19141.

To comply with Federal Consumer Information Regulations, La Salle makes available upon request a report on job placement statistics and graduation rates. A copy of the 1997 report may be requested in writing from the Vice President for Enrollment Services, La Salle University, Philadelphia, PA 19141.

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**L**a Salle University has evolved over the past decade from a liberal arts college serving the Philadelphia area into a comprehensive university of increasing national prominence. But it has lost none of the warmth, accessibility, and respect for the individual that have characterized the school since it was established by a Catholic teaching order in 1863.

Though often mistakenly connected with the French explorer, the name of the University commemorates the 17th-century French educator and founder of the Christian Brothers, John Baptist de La Salle. The traditions of this saintly, innovative educator have been continued by the Brothers, a non-clerical order of religious who have been teaching in the United States since 1845. Under the auspices of the Brothers, the University strives to continue such Lasallian traditions as devotion to excellence in teaching, concern for ultimate values and for the individual values of its students.

In light of these traditions, La Salle offers students an education founded on the idea that people's intellectual and spiritual development go hand in hand, complementing and fulfilling one another. The basic purpose of the University is a free search for truth and the development of materials and skills necessary for the search; its religious concern is an extension of that purpose. In the company of mature teachers and scholars, the University urges students to confront the ultimate questions of human experience: who they are; where their destiny lies; how they are to reach it.

La Salle is committed to a liberal education of both general and specialized studies. It wants its students to liberate themselves from narrow interests and prejudices and to learn to observe reality with precision, judge events and opinions critically, think logically, communicate effectively, and sharpen aesthetic perception. The curriculum involves a body of knowledge about the universe; about people—their nature, behavior, and values; about God. It also provides an opportunity to gain specialized knowledge in one field of learning as a preparation for graduate study or entry into professional life. Beyond this breadth and depth of knowledge, the University encourages its students to seek wisdom; that is, to grasp those basic principles which can give order to particular facts.

Although undergraduate education remains its primary purpose, La Salle also offers Master's degree programs in 9 areas of specialization. For the most part, these programs focus on professional goals through advanced study and through application of theoretical knowledge in the fields represented.

As a private Catholic university, La Salle pursues these aims in a religiously diverse community of teachers and students interested in studying secular subjects in their autonomy, undertaking religious studies in a systematic and critical way, and investigating what interrelations these subjects may have. The community also engages in programs in which the students' personal, social, and religious values may take root and in which the students may grow in mature attitudes and behavior in all human relationships. The ultimate hope of the University is that its graduates will be ready for informed service and progressive leadership in their communities and will be able to fulfill the immediate and final goals of their lives.

If a student is well-motivated toward a college career and can show evidence of academic achievement and ability, the Committee on Admission will welcome an application. In arriving at its decision, the Committee studies the high school record, test scores, and recommendations from high school faculty, guidance counselor, and principal. Each applicant is given personal consideration. La Salle does not discriminate against any applicant for admission because of race, color, religion, sex, age, national origin, sexual orientation, marital status, or handicap or disability. Admission is based solely upon an applicant's qualifications and ability to meet the established admission requirements.

## APPLYING FOR ADMISSION

The Committee on Admission will consider a qualified applicant for acceptance any time after completion of the junior year. The following credentials are required for evaluation:

1. A completed application to La Salle University.
2. A transcript of three-year high school scholastic and personality records.
3. The results of the College Board Scholastic Aptitude Test or of the American College Testing Program.

The successful applicant must graduate from high school with creditable grades.

An interested student is encouraged to arrange for a campus visit, which might include a personal interview and tour. Phone 215-951-1500.

In exceptional cases, students may be admitted after completion of the junior year on the recommendation of their high school counselor and evidence of superior achievement.

Applicants may secure application materials from the Office of Admission. These materials include a form which is to be mailed directly to the University by the high school. Completed applications and the \$30 application fee should be sent to the Office of Admission. The Director of Admission will notify applicants as soon as possible after a decision has been made. If accepted, a student is asked to

forward a \$100 deposit (\$200 for resident students), usually within three months of acceptance. This deposit will be applied to first semester expenses; the entire deposit is forfeited if an applicant chooses not to attend La Salle.

## ADMISSION REQUIREMENTS

### HIGH SCHOOL UNITS

Your record should show successful completion of at least 16 units of high school work, including the following:

English	4 units
Mathematics	3 units
Must include at least two years of Algebra	
History	1 unit
Natural Science	1 unit
Foreign Language	2 units

The remaining five units may be distributed as follows:

1. Applicants for the Liberal Arts program may present five other units in academic subjects.
2. Applicants for the Science, Mathematics, or Computer Science programs may present five other units in academic subjects but including an additional one-half unit in mathematics.
3. Applicants for the School of Business Administration may present five academic or commercial units, excluding typing.

### LANGUAGE REQUIREMENTS

All applicants should present two units in the same foreign language.

### ENTRANCE EXAMINATIONS

Applicants to the freshman class are required to take either the American College Testing Program (ACT) or the Scholastic Aptitude Tests given by the College Entrance Examination Board (CEEB). These tests should be taken no later than January (SAT) or February

(ACT) of the senior year. Arrangements may be made through your high school counselor or by writing, six weeks before the test date, to either:

### CEEB

The Educational Testing Service, Box 592, Princeton, NJ 08540 or Box 1025, Berkeley, CA 94701

OR

### ACT

The American College Testing Program Box 451, Iowa City, IA 52240

La Salle University's identification number: CEEB-2363; ACT-3608

### ACHIEVEMENT TESTS

The CEEB Achievement Tests are not required. These tests are helpful to departmental advisors, however, in determining placement in certain English, mathematics, and foreign language courses.

They are recommended, therefore, to students who:

1. wish to apply for a waiver of the freshman composition requirement;
2. desire immediate placement in a calculus course;
3. plan to continue study of a language in college after having completed at least two years of that language in high school.

### MEDICAL RECORDS

All accepted students are required to have a report of medical history on file in the Student Health Center prior to their attendance at the University.

### FOREIGN STUDENT ADMISSION

La Salle University is authorized by the Department of Justice, Immigration and Naturalization Service to issue Certificates of Eligibility (Form I-20) for non-immigrant "F-1" student status, to foreign students who meet admission requirements. Preliminary application materials are available from the Office of Admission, La Salle University, Philadelphia, PA 19141.

## ADVANCED PLACEMENT

La Salle University participates in the Advanced Placement Program of the College Entrance Examination Board. Consequently, the University agrees to give credit and/or advanced placement to students who perform satisfactorily both in college-level courses taken in secondary school and in the advanced placement examinations administered by the Board. The equivalents for the grading scale are:

- 5 or 4 = Advanced credit and advanced placement.
- 3 = Same, on recommendation of department head.
- 2 = Advanced placement only on recommendation.
- 1 = No advanced placement or advanced credit.

La Salle University also participates in the College-Level Examination Program of the College Entrance Examination Board. Students who wish to be considered for advanced credit through this program should write for information to the College-Level Examination Program, Educational Testing Service, Box 977, Princeton, NJ 08540.

## TRANSFER STUDENTS

La Salle University welcomes qualified transfer students to the Fall and Spring terms and to the Summer Sessions. Candidates for admission from colleges which offer courses of study similar to those of La Salle University should submit transcripts of their college records as soon after applying for admission as is possible. All candidates are also required to submit their high school transcripts. Transfer students should submit the results of College Entrance Examination Board tests or of the American College Testing Program, if taken. A letter of recommendation from a teacher or counselor is required.

All of these records should be in the Admission Office at least 30 days before the beginning of the semester for which the student is applying. This interval is suggested to provide ample time to process the application, to evaluate transcripts, and to arrange a pre-registration interview.

The previous college record of the applicant must indicate good academic standing. Students applying for transfer from a fully accredited college or university will be considered for admission if their grade point average is 2.5 (on a 4.00 scale), but a 2.7 or higher is preferred. The decision on each application is based mainly on the grade point average earned at the college or university the student attended before applying to La Salle.

Credit will be allowed for courses completed at the institution from which the applicant is transferring if they have a quality point value equivalent to or above the La Salle C grade (2.00). Normally, 70 credits is the maximum number accepted for transfer.

Transfer students may be required to make up certain courses which belong to the sequence required in the program of studies for which they are applying. Business students may be required to validate selected transfer business courses.

Transfer scholarships are available and are based on a variety of criteria, particularly college GPA (minimum 3.0) and number of credits. All students who have been accepted by April 1 will be considered for a scholarship; no additional application is necessary. The scholarship is renewable provided certain academic criteria are met.

Contact the Coordinator of Transfer Admission, 215-951-1500.

## ACADEMIC DISCOVERY PROGRAM (ADP)

The Academic Discovery Program (Pennsylvania ACT 101) is a special program which provides free support services for students whose records indicate that they could benefit from extra academic assistance and who also meet certain criteria of financial need. The ADP helps students to develop good study habits, establish clear career goals, and compete successfully in the academic setting. Students who are selected to participate in the ADP must attend a free pre-college summer program before their freshman year, taking courses in mathematics, composition, study skills, and critical thinking. During the academic year, students take courses from the standard curriculum, but are assigned counselors, tutors, and an academic advisor to support them in their efforts. As much as

possible, each student's program is tailored to his or her individual needs. To obtain application materials, write or call the Admission Office, 215-951-1500. For further information regarding the ADP or the Community Academic Opportunity Program Grant, call the ADP Office, 215-951-1084.

## ADMISSION FOR VETERANS

All veterans coming directly from the service with proof of a high school diploma or its equivalent are eligible to enroll as students at La Salle University. For answers to specific questions, veterans may telephone the Registrar's Office, 215-951-1020.

## COURSE SELECTION

All accepted students will receive a course selection form in the mail in early April. At this time they may indicate their choice of courses for both Fall and Spring terms. Additional academic counseling is available to freshmen during the Pre-College Counseling Program in the summer.

## ACCOMMODATIONS FOR RESIDENTS

The residence facilities accommodate more than 1800 students and consist of 11 coeducational halls, two apartment complexes, and one townhouse complex. The three-story residence halls contain single, double, and 3-person rooms with a common bathroom on each floor of men or women. Some quad-style rooms consist of adjoining double rooms which share a bathroom. One- or two-bedroom garden apartments and four-bedroom townhouses are available to upper division students.

An application for housing and the required security deposit should be submitted when confirming acceptance. The Resident Life Office will then inform the student of the application's status. If a space is reserved, and a new student decides after June 15 not to live on campus, the entire security deposit is forfeited.

The residence halls provide living, learning, and recreation facilities. There are lounges, mailrooms, quiet study areas,

recreation areas, and card- or coin-operated laundry and vending machines. The Campus Store is a convenience store for magazines, clothes, food, stationery, and personal supplies. Residents are permitted to have cars on campus. More detailed information on resident life and facilities can be found in *The Student Handbook*.

The resident life program is administered by a staff of professionals. Graduate student Resident Directors and undergraduate Resident Assistants reside in each living unit and serve as counselors, building managers, activity programmers, and resource persons. Staff members receive room and board compensation and are an outgoing and diversified group who are interested in working with students to make college life in residence an enjoyable and educational experience.

Both the residence and dining facilities are closed during the Thanksgiving, Christmas, and Spring recesses.

For further information about resident life, contact the Resident Life Office, North Halls Complex, Telephone 215-951-1550.

## OFF-CAMPUS HOUSING

In order to assist members of La Salle in locating available housing in the surrounding community, help is available through the Off-Campus Housing Service. The Service provides: off-campus housing referral listings; roommate referral lists; and general off-campus rental information.

La Salle University does not inspect off-campus accommodations nor screen prospective landlords and tenants. Any questions pertaining to off-campus housing should be directed to Off-Campus Housing, Resident Life Office, North Halls Complex, Telephone 215-951-1550.

## PARKING

Free parking is available at several locations on campus, including parking lots at 20th Street and Olney Avenue, on South Campus off Lindley Avenue, and at the Good Shepherd lot on Chew Avenue near Wister Street.

Parking permits can be obtained at the Safety and Security Department in the Carriage House on the Belfield portion of campus.

## FOOD SERVICES

The Food Service Department provides students with a complete range of services and meal plan alternatives. This department, which has been honored by the National Association of College & University Food Services (NACUFS) for outstanding menu selection, operates a 550-seat cafeteria, a Food Court consisting of five different kiosks, a restaurant (Intermissions) and night spot (Backstage), a Faculty Dining Room, Catering Banquet services, and a full range of vending selections throughout campus.

Students who will be living in a residence hall on campus are required to participate in one of several meal plans available. These meal plans are specifically designed to meet the individual needs and the busy life style of an undergraduate student.

The selection of the meal plan most suited to your needs should be based on:

- Where you will be eating most of your meals (e.g., North Dining or the Food Court).
- How often you will be on campus during the weekends.
- How your appetite would be most satisfied (i.e., an "all you can eat" meal vs. an "a la carte" meal).

For more information on the meal plans, please contact the Food Service Department at 215-951-1388.

## STUDENT HEALTH SERVICES

The La Salle University Student Health Center provides medical diagnosis and treatment of minor illnesses and injuries and is available to the student body for initial care, first aid, and health information. Located in the North Complex of the Residence Halls on Olney Avenue, directly across from Hayman Hall, it is open Monday through Friday.

The Student Health Center is staffed by a registered nurse who serves as the Director. University physicians see students in the Staff Clinic of Germantown Hospital five days a week, and a physician is available in the Student Health Center weekly. The Clinic is located on the first floor of the hospital, and referrals to the Clinic are made by the nurse

from the Student Health Center. All students are required to complete the Student Health Services Health Questionnaire prior to their attendance at the University.

Both medical and dental emergency services have been arranged with local hospitals, and a complete list of private physicians of every medical speciality is also available. Students are responsible for the costs of these treatments.

Health insurance is strongly advised for all students, especially those in residence, and is required for all international students. Students who are under 23 years of age generally can be covered under their family Blue Cross (Hospital Insurance) and Blue Shield (Medical-Surgical Insurance) program while enrolled as full-time college students. Information concerning special Students' Blue Cross and Blue Shield plans for those not covered by family plans is available.

## COUNSELING CENTER

The Counseling Center has been providing service to members of the La Salle community since 1949. Situated in McShain Hall, the Counseling Center offers a full range of services. Besides overseeing the Pre-College Counseling Program for incoming freshmen and their parents and supplying consultation for all areas of the University, the professional staff assists students in coping with the entire complex of serious personal concerns that pose an obstacle to successful adjustment to University life. These may include interpersonal problems, stress management, difficulties with anxiety and depression as well as the normal developmental issues of college age youth. In addition, help is afforded in meeting the various academic demands as well as accomplishing the meaningful bridge between course work, choice of major, and a future career.

As an alternative to individual counseling, the Center provides small group programs and workshops. Management of test anxiety, time management and study skills, overcoming shyness, and self-esteem enhancement are some examples. A special segment of these services addresses concerns related to the use of alcohol and other drugs.

The Counseling Center also offers a wide variety of psychological assessment procedures aimed at helping students identify

their strengths and weaknesses relevant to their college careers. Students with special learning disabilities are encouraged to use these assessment procedures and other supportive services at the Center.

All graduate students seeking services offered by the Counseling Center as accommodation under Section 504 of the Handicapped Act or the Americans with Disabilities Act or any other legal requirement, will receive such services as authorized by the University's Affirmative Action Office for the length of time required to fulfill the need.

The Counseling Center is staffed by experienced licensed psychologists, an alcohol and drug specialist, and doctoral interns in clinical psychology. In addition, there is a psychiatrist available for evaluations and consultations.

The Counseling Center staff maintains strict professional standards of privacy and confidentiality. Information regarding contacts with a staff member will be released only with written consent or as may be required by law.

## MULTICULTURAL AND INTERNATIONAL CENTER

The Multicultural and International Center serves as a support and resource for the advancement of cultural pluralism on campus. The center provides a wide range of services which enhance and support the academic and personal development of students of diverse backgrounds. The center's library houses information on multicultural leadership, study abroad, articles and guides for cultural and racial awareness, and scholarship, fellowship, and internship information for students of diverse backgrounds.

The Office of Multicultural Student Services and the Office of International Education provide advocacy and advisement for U.S. minority students, pre-college students, and students interested in studying abroad. They also work with students, faculty, and staff in matters of cross-cultural or inter-racial relations and to promote multicultural and international education. Students interested in our La Salle-in-Europe program in Switzerland and Academic Year Abroad (AYA) program in Spain should contact those programs directly.

The Multicultural and International Center is committed to working with the entire campus community to improve awareness of, and appreciation for, racial and cultural diversity in the University and beyond. The center is adjacent to St. Neumann Hall on South Campus. For more information, call 215-951-1948.

## THE LIBRARY

With capacity for 500,000 volumes, seating for more than 1,000 people, and a fully automated catalog, the Connelly Library offers a combination of traditional library services and the latest in information technology. The building provides not only attractive study spaces but also several new departments, including Media Services (videotapes and cassettes), Special Collections, microcomputing stations, and a student lounge with vending machines.

The library presently has more than 320,000 volumes, 1,700 current periodical subscriptions, 2,000 videotapes and other audiovisual materials, and information in electronic formats such as CD-ROM. The library makes available several databases on compact disk, including Business Periodicals Index (BPI), Social Sciences Index (SSI), Expanded Academic Index, and the ABI/Inform. These disks provide students with rapid and easy access to the world's literature, and can be searched at no cost without the assistance of a librarian. The Connelly library also provides the student with on-line connections to 10 major libraries.

Reference librarians are available most hours that the library is open to offer assistance with the collection and to provide group and individualized instruction for research projects. They can also assist library users with searches of the several hundred electronic databases available through vendors such as Dow Jones News Retrieval, Dialog, and BRS. A search of these databases can provide a printout of bibliographic references, directory listings, statistical data or, in some cases, the full text of articles.

The Special Collections Department houses noteworthy collections of books and manuscripts in various subject areas. Of particular significance is the internationally renowned *Imaginative Representations of the Vietnam War Collection*. Also of interest to scholars are *The Japanese Tea Ceremony* and a number of unique holdings of the works of major authors.

## ART MUSEUM

The La Salle University Art Museum is the only college or university museum in the Philadelphia area with a permanent exhibition of Western art from the Renaissance to present times. The collection is made up of European and American paintings, drawings, watercolors, prints, and sculpture that document major styles and traditional themes both sacred and secular. In addition, special collections include Japanese prints, Indian miniatures, rare Protestant, Catholic and Jewish Biblical works, African tribal art, and Ancient Greek vases and figures.

Over the past 20 years, the museum has become an important cultural and educational component for both the University and the general public. It is an integral part of the teaching and research functions of many La Salle humanities classes. According to a recent informal study made to estimate the number of undergraduate classes held in similar U.S. college or university museums, La Salle was among the highest scorers with 64-80 classes each academic year. In addition to public events held in the museum throughout the year, there are many requests both here and abroad for the loan, publication, research, and reproduction of works of art in our collection. Thus, the museum is steadily gaining national and even international recognition.

## BUILDING BLOCKS: CHILD DEVELOPMENT CENTER

Established in 1973 by a group of La Salle faculty, students, and staff, Building Blocks is a privately incorporated day care center housed on La Salle's campus. Serving the immediate La Salle community and our neighbors beyond the campus, the center cares for some 50 children whose ages range from 18 months to 6 years. The trained professionals at Building Blocks also supervise work study students, volunteers, and students who fulfill certain course assignments through projects at the center. Interested parents should telephone the Director at 215-951-1573.

**Tuition and Fees****Per Semester**

Basic Tuition <sup>1</sup> .....	\$7,235
Tuition per credit hour (part-time and extra courses) .....	510
Additional for Science, Nursing, and Business Majors .....	100
Science Laboratory Fee — charged non-science majors electing certain science courses—per course .....	50
Nursing Course Fee — charged non-nursing majors electing nursing courses—per course .....	50
Business Course Fee — charged non-business majors electing business courses—per course .....	50
Communication Fee — charged for certain communication courses—per course .....	50
Instructional Technology Fee	
Full-time (12 hours or more) .....	45
Part-time (11 hours or less), per course .....	10
Registration Fee	
Fall and Spring semester — 8 hours or more .....	40
Fall and Spring semester — 7 hours or less .....	20
Summer sessions .....	15
Student Activities Fee .....	75
Health Services Fee .....	30
Pre-College Counseling and Orientation Fee — charged in first semester of freshman year only .....	100
Freshman Commuter Orientation Fee — charged in first semester of freshman year only .....	25
Graduation Fee — assessed in the student's final semester .....	50

**Housing (per student/per semester)<sup>2</sup>**

Residence Halls <sup>3</sup>	
Single Room Rent .....	1,835
Double Room Rent .....	1,695
Triple Room Rent .....	1,500
Quad Room Rent .....	1,835
Apartments .....	1,870
Townhouses .....	2,100
Telephone Service Fee — per semester .....	45
Freshman Resident Orientation Fee — charged in first semester of freshman year only .....	75

**Meal Plans**

Residence Hall students must select one of the following:

10 Meal Plus \$75 Plan <sup>4,7</sup> .....	1,145
12 Meal Plan .....	1,145
10 Meal Plus Plan <sup>5,7</sup> .....	1,390
12 Meal Plus Plan <sup>5,7</sup> .....	1,490
15 Meal Plus Plan <sup>5,7</sup> .....	1,720
7 Meal Plus Plan <sup>6,7</sup> .....	1,375
Optional Meal Plan (Apartment/Townhouse Residents & Commuters):	
5 Meal Plan .....	530

<sup>1</sup> Students enrolled for 12 or more semester hours are considered full-time. Payment of full-time tuition entitles a student to enroll for up to five courses. Additional courses beyond this are assessed tuition at the part-time rate.

<sup>2</sup> The housing contract is a commitment for both Fall and Spring semesters.

<sup>3</sup> Students living in the residence halls are required to participate in one of the Residence Hall Meal Plans.

<sup>4</sup> This plan offers 10 meals per week in the Blue & Gold Dining Commons on a Monday-Friday basis and \$75 in a Plus account.

<sup>5</sup> The 10, 12, 15 Plus Plans offer meals in the Blue & Gold Dining Commons on a Monday-Friday basis and \$315 in a Plus account.

<sup>6</sup> The 7 Plus Plan offers 7 meals per week in the Blue & Gold Dining Commons on a Monday-Friday basis and \$550 in a Plus account.

<sup>7</sup> The Plus values may be used to purchase a la carte meals during the week or on weekends in the Food Court and Intermissions. Unexpended balances in the account are forfeited at the end of each semester.

All fees and deposits are nonrefundable.

In view of rising costs, La Salle University must reserve the right to amend or add to the charges at any time and to make such changes applicable to students presently enrolled as well as to new students.

## DEFERRED PAYMENT

If you do not have the entire amount you need to register for the Fall or Spring semester, you can choose the Deferred Payment Plan, which allows you to spread out your payments in three monthly installments throughout the semester. For a \$20 application fee and a small finance charge, you can defer payment on as much as 75% of your educational expenses (or as little as \$250 if that's all you need). To find out more information or to obtain your application, contact the Bursar's Office, 215-951-1054.

## MONTHLY PAYMENT PLAN

In cooperation with Academic Management Services, La Salle offers a monthly payment plan designed to relieve the pressure of "lump-sum" payments each semester. This plan allows you to spread the cost over a period of months without borrowing money or paying interest charges. Automatic life insurance is provided at no charge. The enrollment fee is \$50 a year for each enrolled student; there are no other charges. There is no down payment if you enroll in the plan before April 25.

## SEMESTER INVOICES

Full payment of semester invoices is due in mid-August for the Fall term and in mid-December for the Spring term.

Students who have not paid in full within the prescribed time are not registered, nor are they included on official class lists.

MasterCard and VISA may be used for payment of invoices.

## REFUNDS

The following refund policies apply to all students with the exception of those students who are recipients of Federal Title IV Financial Assistance. Those students are subject to the provisions outlined in the Financial Aid Refunds section, which appears on page 13.

### ROOM AND BOARD REFUND POLICY

#### Meal Plan

Students who are released from their housing contract commitment (which requires Resident Life approval) may receive a pro rata refund of the unused portion of their meal plan.

#### Room Rent

Regardless of the reason for vacating, refunds will not be made for a semester's unused rent. The housing agreement represents an obligation for the academic year.

## REFUND OF TUITION

Under certain circumstances, students who withdraw may receive a partial refund of tuition. There are no exceptions to the following terms and conditions:

### Fall and Spring Undergraduate Semesters

Time of Withdrawal	Refund
Before first day of class	100%
During first week	80%
During second week	60%
During third week	40%
During fourth week	20%
After fourth week	None

For the purpose of refund, the student shall be considered to be in continuous attendance up to and including the date of submission of proper notice of withdrawal. The notice of withdrawal must be addressed to the Dean of the particular school. Ceasing to attend or giving notice to an instructor does not constitute proper notice. The allowed percentage of refund shall be based upon the official withdrawal date, which shall be determined by the date the notice of withdrawal is received by the Dean, or the postmark, if mailed.

For the purpose of refund computation, a week shall be defined as the period of seven successive days beginning with the official University opening of classes and NOT the first day in actual attendance by a particular student.



Since the primary responsibility for college expenses rests with parents and students, financial assistance is normally granted on the basis of financial need together with demonstrated academic ability. The information below lists sources of aid available to students attending La Salle and the method of application.

### **CHRISTIAN BROTHERS' SCHOLARSHIPS**

La Salle University offers full tuition scholarships to students graduating from all Catholic high schools in the Philadelphia and Camden dioceses and from high schools conducted by the Christian Brothers of the Baltimore Province. Selection is based on academic excellence and potential for leadership in the La Salle community. Applications are restricted to students nominated by their high school principal. Scholarship application forms will be sent directly to nominees designated by the principals. All completed scholarship materials must be received by the Director of La Salle's Honors Program no later than January 15.

### **UNIVERSITY SCHOLARSHIPS**

Full tuition scholarships are offered annually to high school seniors who have demonstrated exceptional academic aptitude and achievement. This scholarship competition is open to high school seniors who have scored approximately 1300 in the College Board Scholastic Aptitude Test and who have a class rank in the top 10 or top 10% of the high school graduating class. Application materials may be obtained by contacting the Director of the Honors Program. The completed scholarship materials must be received by the Honors Center no later than January 15.

### **FOUNDER'S SCHOLARSHIPS**

Founder's Scholarships are awarded in the memory of St. John Baptist de La Salle, the founder of the Christian Brothers, the religious order which sponsors the University. St. La Salle's vision of teachers who would transform the lives of students and his desire to provide access to education to those who would otherwise not receive it revolutionized education. For his achievement, he was named the patron saint of teachers. His work is carried on at La Salle University as well as schools in 80 countries throughout the world.

Without neglecting the life of the mind, the traditional mission of the Lasallian school has been to help young people plan and prepare for a useful and humanly rewarding career.

The awarding of a Founder's Scholarship is based on a variety of criteria, chief of which are class rank and SAT scores. The scholarship is renewable for four years providing a cumulative average of 2.75 is maintained. All students who have been accepted for admission by March 1 will be considered for the scholarship; no additional application is required.

### **ACADEMIC ACHIEVEMENT SCHOLARSHIPS**

These awards are based upon a variety of criteria, chief of which are class rank and SAT scores. The scholarship is renewable for four years providing a cumulative average of 2.5 is maintained. All students who have been accepted by March 1 will be considered for the scholarship; no additional application is required.

### **LA SALLE GRANTS**

As a reflection of its dedication to providing financial aid to students on the basis of financial need, the University has established the La Salle Grant program. Awards from this grant are made to students based solely on their financial need as determined through completion of the FAFSA form. Awards are renewable provided the student maintains satisfactory progress and continues to show financial need.

### **LA SALLE MISSION GRANTS**

In recognition of La Salle's historic ties to the City of Philadelphia, the University offers \$3,500 annual tuition grants to residents of Philadelphia or graduates of Catholic high schools in the five-county Archdiocese of Philadelphia.

Mission grants are awarded each year to full-time day freshmen or transfer students who are entering La Salle for the first time. The grant is renewable for four years. There is no minimum GPA required; however, the students must maintain satisfactory academic progress as defined on page 13. The Mission Grant, when combined with other institutional aid, cannot exceed full tuition.

### **ATHLETIC GRANTS**

La Salle University offers grants to men and women excelling in athletics. Contact with the La Salle University Athletic Department is made by the student's high school coach. These grants can be maintained through the four years of study at La Salle University.

### **COMMUNITY ACADEMIC OPPORTUNITY PROGRAM (CAOP)**

The Community Academic Opportunity Program is a grant available to students who have been accepted into the Academic Discovery Program. It is designed to give financial assistance to minority students who are residents of Philadelphia.

The amount of the grant will be equal to the difference between the total of tuition and fees minus all gift aid which the student is eligible to receive (Federal Pell and PHEAA grants as well as private aid). In addition, the student will receive up to \$500 per academic year for books and supplies.

### **COMMUNITY SERVICE SCHOLARSHIPS**

Tuition scholarships are awarded to entering freshmen who have shown interest in and commitment to community service prior to their undergraduate careers, and who are willing to continue such involvement during their years at La Salle. An applicant must also have total SAT scores of approximately 1000 and be ranked in the first or second quintile of his or her class.

The grants will cover 50% tuition and all course-related fees for the two semesters of the regular academic year and are intended to free recipients from the need to seek employment during those two semesters. The grants are renewable each year if the recipient maintains a 2.5 GPA and continues his or her involvement with community service.

The deadline for filing a grant application is January 15.

### **LA SALLE UNIVERSITY DIVERSITY SCHOLARSHIPS**

Consistent with the Lasallian commitment to a culturally and racially diverse student population, La Salle University established the Diversity Scholarship. La Salle awards tuition scholarships to African American, Latino, Asian Ameri-

can, and Native American students accepted as entering first year students. The scholarships supplement state and federal grants up to full tuition and registration fees for the two semesters of the regular academic year. The scholarships are renewable each year if normal progress is made toward the degree.

The La Salle University Diversity Scholarship is open to those students who have demonstrated financial need. Recipients must have a cumulative grade point average of, at least, B+ (85). Among the variety of factors considered in the selection process, class rank and SAT scores will be given major consideration.

All completed scholarship materials must be submitted by January 15 to the Office of Multicultural and International Affairs.

### **FEDERAL PELL GRANTS**

The Pell program is a federally administered program available to needy students taking no fewer than six credits per term. Students may receive up to \$2700 per academic year. Applications are available from your high school guidance counselor or the La Salle Financial Aid Office. Eligibility is determined by the federal government and notification is sent directly to students. In addition to financial need, a student must make normal progress toward a degree to retain eligibility.

### **FEDERAL PERKINS LOANS**

The Federal Perkins Loan provides needy students with long-term, low interest loans for educational expenses. The University determines the amount of the loan to be offered within certain federal guidelines. Interest at the rate of 5% per year on the unpaid balance begins to accrue nine months after the student ceases at least half time study. The loan repayment period may be as long as ten years, depending upon the total amount borrowed. Students must make normal progress toward a degree to maintain eligibility.

### **PENNSYLVANIA STATE GRANTS (PHEAA) AND OTHER STATE GRANT PROGRAMS**

Pennsylvania state grants are administered by Pennsylvania Higher Education Assistance Agency and range from \$200 to \$2700. Eligible students must demonstrate financial need, maintain Pennsylvania

residency, and be enrolled at least half time. Full-time students must complete a minimum of 24 credits per year, while half-time students must complete a minimum of 12 credits annually. The Free Application for Federal Student Aid (FAFSA) serves as the state grant application for Pennsylvania residents.

Other states in addition to Pennsylvania have scholarship programs for their residents. Information and applications are available from the respective State Boards of Education.

### **FEDERAL WORK-STUDY PROGRAM**

The Federal Work-Study program provides needy students with access to part-time jobs in both on- and off-campus locations. The funds earned do not provide direct tuition relief, but are intended to help meet incidental expenses encountered by students. Students are paid on a weekly basis for the number of hours worked. The total amount that may be earned through the work program is determined by students' needs and availability of funds at the University. Students work an average of 12 hours a week throughout the academic year. In addition to demonstrating need, students must make normal progress toward a degree to maintain eligibility.

### **FEDERAL SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANTS (FSEOG)**

The FSEOG program is a federally funded, college administered program available to needy students who are also Federal Pell recipients. La Salle University requires submission of the Free Application for Federal Student Aid (FAFSA) for eligibility evaluation. In addition to demonstrating financial need, students must make normal progress toward a degree to retain eligibility.

### **FEDERAL STAFFORD LOAN**

This program is administered by state and private agencies with the assistance of participating lending institutions. Students enrolled on at least a half-time basis and making normal progress toward a degree may apply to this program. The yearly limits are: \$2625 for a student's freshman year, \$3500 for the sophomore year, and \$5500 for the junior and senior years. The current interest rate is 7.66%.

Repayment begins six months after the student ceases half-time enrollment.

### **FEDERAL PARENT LOANS FOR UNDERGRADUATE STUDENTS**

The PLUS program allows parents to borrow up to the cost of attendance per academic year for each dependent undergraduate student. The interest rate varies but is capped at 10%. Monthly repayment begins no later than 60 days after the loan is disbursed. Applications are available from participating banks, savings and loans, and credit unions.

### **INSTITUTIONALLY ADMINISTERED SCHOLARSHIPS**

Through the generous contributions of foundations, corporations, and individuals, La Salle students are eligible for a variety of private scholarships. You can apply by filling out a single Common Scholarship Application, available from the Financial Aid Office. Scholarships available through La Salle include:

- Berger-Wallace Scholarship
- William J. Brett, Jr. Memorial Scholarship
- John F. Byrne Memorial Scholarship
- Robert J. Chesco Memorial Scholarship
- Lt. John H. Condon Memorial Scholarship
- Bishop Corrigan Memorial Scholarship
- J. Russell Cullen, Sr. Memorial Scholarship
- Josephine Danielski Memorial Scholarship
- Robert L. Dean Writing Scholarship
- Michael A. DeAngelis Memorial Scholarship
- Brother Claude Demitras Scholarship
- J. Hugh and Nancy Devlin Scholarship
- Saint Francis de Sales Scholarship
- Richard J. Diamond Memorial Scholarship
- Anne H. and Harry J. Donaghy Scholarship

- Dr. Paul R. Doran and Catherine E. Doran Memorial Scholarship
- Brother Patrick Ellis Alumni Scholarship
- Dr. Joseph F. Flubacher Scholarship
- J. Anthony Hayden Scholarship
- H. Blake Hayman Scholarship
- Anthony F. Heck Memorial Scholarship
- Thomas and Janet Kean Scholarship
- Jack Keen Memorial Scholarship
- Dr. Joseph Kelly Memorial Scholarship
- Leadership Scholarship
- John McShain Scholarship
- Charles E. Merrill Trust Scholarship
- Charlotte W. Newcombe Foundation Scholarship
- Leo Niessen, Jr. Charitable Foundation Scholarship
- Joseph Lawrence Scheiter Memorial Scholarship
- W. W. Smith Charitable Trust Scholarship
- Lillian and Ralph Tekel Scholarship
- John H. Veen Memorial Scholarship
- Thomas H. White Memorial Scholarship

## APPLICATION PROCEDURES FOR FINANCIAL ASSISTANCE

All applicants for financial aid must file the Free Application for Federal Student Aid (FAFSA). The deadline for incoming freshmen and transfer students is February 15. Returning students (sophomore, junior, or senior) must complete the FAFSA form and an Institutional Aid Application by March 15. All forms are available from the Financial Aid Office.

La Salle University's financial aid programs are organized to help students who need financial assistance. As long as there is continuing evidence of academic progress, as well as financial need, the University will make every effort to assist the student.

## SATISFACTORY ACADEMIC PROGRESS

Students who receive federal aid are required to earn a minimum of 18 credits of new course work per academic year after they have completed their first and second year of study. Students who have completed their third and fourth years must complete 21 credits of new course work per academic year. New course work is defined as courses never previously attempted. Courses that are being repeated because of an unsatisfactory grade can not be counted against this total. Federal regulations also require the student's progress to be measured by the University's own minimum GPA standards which govern all undergraduate students: 1.5 at the end of the first year, 1.75 at the end of the second year, and 2.00 at the end of the third and fourth years. The minimum GPA required of transfer students is based upon the student's grade level, determined by the number of credits transferred plus course work attempted at La Salle.

In order to continue to qualify for a Pennsylvania State Grant, all full-time students must earn 24 credits of new course work per academic year. No minimum GPA is required to maintain eligibility for a state grant.

In calculating credits taken for the year, the Financial Aid staff normally will count course work taken in the regular Fall and Spring terms and the following Summer Sessions. If the student has not achieved the above credit hour and GPA thresholds, all need-based aid will be withdrawn for the subsequent Fall semester. Progress will again be reviewed at the end of that semester to determine whether aid can be reinstated.

La Salle University's policy governing its own need-based financial aid is identical to the federal regulations stated above. Students are advised to contact the Financial Aid Office for a list of those aid programs affected by this policy.

## REFUNDS

### REFUND OF EXCESS AID

Students who are credited with aid in excess of tuition and other charges after all the appropriate forms have been completed will be sent a refund from the Financial Aid Office. Disbursement of

refunds begins after the drop/add period for courses has ended.

### REFUND DUE TO WITHDRAWAL

If a student withdraws from school, he or she may receive a partial refund. However, if a student's educational expenses were satisfied in whole or in part by Title IV funds, the refund will be proportioned in accordance with U.S. Department of Education regulations governing refunds and cash disbursements made directly to students.

Under those regulations, students who receive Title IV funds and are first time attendees of the University, will receive refunds subject to the provisions outlined in the Pro Rata Refunds section, which appears on page 14. All other Title IV recipients may receive a refund, based on the larger of the refund calculations contained in the Department of Education's Federal Refund Calculation or the University's refund policy on page 10.

The Department of Education's Federal Refund Calculation provides for refunds to those students who qualify and withdraw prior to the ninth week of class. Refunds of tuition and fees to a student will be made according to the following schedules less an administrative fee not to exceed the lesser of 5 percent of the institutional charges or \$100.

### REFUND OF TUITION & FEES

Time of Withdrawal	Refund
On or before first day of class	100%
By the end of week two	90%
By the end of week four	50%
By the end of week eight	25%
After week eight	None

For the purpose of the refund, the student shall be considered to be in continuous attendance up to and including the date of submission of proper notice of withdrawal. The notice of withdrawal must be a written notice addressed to the Dean of the particular school. Ceasing to attend or giving notice to an instructor does not constitute proper notice. The allowed percentage of refund shall be based upon the official withdrawal date, which shall be determined by the date the notice of withdrawal is received by the Dean, or the postmark, if mailed. If the student fails to withdraw officially, the withdrawal date shall be the last recorded

date of class attendance by the student, as documented by the University.

For the purpose of refund computation, a week shall be defined as the period of seven successive days beginning with the official University opening of classes and NOT the first day in actual attendance by a particular student. Examples of the application of the policy are available, upon request, in the Bursar's office. Any students or parents who believe that individual circumstances warrant exceptions from the published policy may appeal to the Dean of the particular school.

Under the Department of Education regulations, priority is given to the return of funds to Title IV assistance programs in the following order: Federal Stafford Loan, Federal Plus Loan, Federal Perkins Loan, Federal Pell Grant, and FSEOG. Students should be aware that the regulations may prevent the refund of any personal funds used for payment of tuition and fees. In instances where a student has received a cash disbursement prior to the recording of his or her withdrawal, the student may be required to return those funds to the University.

## PRO RATA REFUNDS

In accordance with the Higher Education Amendments of 1992, La Salle University provides a pro rata refund policy for both undergraduate and graduate students who are attending the University for the first time and receive Title IV Assistance (including Federal Parent Loans received on the student's behalf). Pro rata refunds are extended to those students who qualify and withdraw prior to the tenth week of class.

The refund will be a percentage determined by dividing the total number of weeks in a semester for which the student has been charged into the number of weeks remaining in the semester as of the last recorded day of attendance by the student, rounded downward to the nearest ten percent. Refunds of tuition, fees, room and board, and other charges to a student will be made according to the following schedules:

Time of Withdrawal	Tuition & Room Refund	Meal Plan Refund
Before first day of class	100%	Balance in Account
During first week	90%	Balance in Account
During second or third week	80%	Balance in Account
During fourth week	70%	Balance in Account
During fifth or sixth week	60%	Balance in Account
During seventh or eighth week	50%	Balance in Account
During ninth week	40%	Balance in Account
After ninth week	None	Balance in Account

## Students Rights and Responsibilities

The following are the rights and responsibilities of students receiving federal funds.

### You have the right to ask a school:

The names of its accrediting or licensing organizations.

About its programs, about its instructional, laboratory, and other physical facilities, and about its faculty.

About its cost of attendance and its policy on refunds to students who drop out.

What financial assistance is available, including information on all federal, state, local, private, and institutional financial aid programs.

What the procedures and deadlines are for submitting applications for each available financial aid program.

What criteria it uses to select financial aid recipients.

How it determines your financial need. This process includes how costs for tuition and fees, room and board, travel, books and supplies, and personal miscellaneous expenses are considered in your cost of education. It also includes how resources (such as parental contribution, other financial aid, assets, etc.) are considered in calculating your need.

How much of your financial need, as determined by the institution, has been met.

How and when you will be paid.

To explain each type and amount of assistance in your financial aid package.

What the interest rate is on any loan that you have, the total amount you must repay, the length of time you have to repay, when you must start repayment, and what cancellation or deferment privileges apply.

How the school determines whether you are making satisfactory progress, and what happens if you are not.

What special facilities and services are available to the handicapped.

If you are offered a Federal Work-Study job, what kind of job it is, what hours you must work, what your duties will be, and how and when you will be paid.

To reconsider your aid package, if you believe a mistake has been made or if your enrollment or financial circumstances have changed.

### It is your responsibility to:

Review and consider all information about a school's program before you enroll.

Pay special attention to your application for student financial aid, complete it accurately, and submit it on time to the right place. Errors can delay or prevent your receiving aid.

Meet all deadlines for applying for and reapplying for aid.

Notify your school of any information that has changed since you applied.

Provide all additional documentation, verification, corrections, and/or new information requested by either the Financial Aid Office or the agency to which you submitted your application.

Read, understand, and keep copies of all forms you are asked to sign.

Comply with the provisions of any promissory note and other agreements you sign.

Repay any student loans you have. When you sign a promissory note, you're agreeing to repay your loan.

Notify your school of any change in your name, address, or attendance status (half-time, three quarter time, full-time). If you have a loan you must also notify your lender of these changes.

Attend an exit interview at your school if you have a Federal Perkins Loan, Federal Stafford Loan, or PLUS Loan.

Satisfactorily perform the work agreed upon in a Federal Work-Study job.

Understand the school's refund policy.

## REGISTRATION

During an announced pre-registration period in the Spring term, students meet with their department Chair or advisor to plan a roster of courses for the upcoming year. On the basis of this pre-registration, the Registrar's Office publishes a Master Roster listing courses, times scheduled, and teachers assigned. The student then chooses a course section, time, and teacher. The Business Office will bill the student in August and December for the courses chosen, completing the registration process.

Students who have not completed mail registration will register on campus during the week before classes begin.

If students cannot register during this period because of circumstances beyond their control, they may complete registration during the first two days of classes.

Late registration is permitted only in the most unusual circumstances and requires the permission of the dean of the school and the payment of a fee of \$10.

## CLASSIFICATION OF STUDENTS

A full-time student carries a minimum of 12 semester credit hours; many carry an average of 15 semester credit hours. A student's program may require more hours per week in some areas of instruction.

Class level is determined by the number of credit hours earned by the student. Students having 0 to 23 credit hours are considered freshmen; those who have earned 24 to 53 credits are sophomores; those having 54 to 83 hours are juniors; and those with more than 84 credit hours are classified as seniors.

Part-time students carry a roster of less than 12 hours per week. Students in this category will require more than the normal four years in which to earn a degree.

Students who do not fulfill certain admission requirements may be admitted to follow particular courses, and are considered as special students. They do not register for a degree granting program. Credits earned by a special student may be counted towards a degree as soon as he or she has met all the requirements for admission and candidacy for a degree

provided that the credits thus earned are applicable to the program of studies. A special student cannot hold a scholarship nor take part in extracurricular activities.

## PROGRAM OF STUDIES

The program of studies prescribed by the student's advisor and approved by the dean of the school in which the student is enrolled is his or her official roster of courses.

It is the student's responsibility to see that all the requirements of this program are fulfilled. He or she should have in writing from the dean any exceptions to the prescribed program which may be granted.

Students may be permitted to change from one program to another, or from one area of instruction to another, only when their previous record indicates that they may profit by such a change. In any change of this type the student must have the written permission of the Chair and the dean of the school. This change may entail taking approved summer courses or an additional semester in college. In no case may students who transfer receive promotion or a degree sooner than they would have received it had they not transferred. No degree may be received less than one year after change of curriculum.

## DUAL MAJORS

In some circumstances, a student with special needs and abilities may be permitted to major in two departments or to follow a special interdepartmental program. After developing the program in consultation with both departments, the student must obtain approvals of both Chairs and of the dean. Arrangements should normally be completed during the Spring semester of the sophomore year.

## MINORS

In addition to their majors, students may also complete up to two minors. These minors will be officially noted on the transcript. Minors may be constructed in these subjects: accounting, art history, biochemistry, biology, chemistry, communication, computer science, criminal justice, economics, education, English, foreign language, geology, his-

tory, mathematics, music, philosophy, physics, political science, psychology, religion, sociology, and social work. These minors require six courses within the discipline, not counting foundation courses. Students interested in minoring in a subject should consult with the Chair of that department for advice on the requirements.

Special minors may also be taken in these areas: Asian Studies, Business Administration, Central and Eastern European Studies, Environmental Studies, Health Care Administration, International Studies, Justice and Society Studies, Life Science, Marketing, Risk Management and Insurance, Urban Studies, and Women's Studies. The requirements are listed in their proper alphabetical place in the Course Requirements section of this Bulletin.

## INSTITUTE FOR THE ADVANCEMENT OF MATHEMATICS AND SCIENCE TEACHING

The Institute for the Advancement of Mathematics and Science Teaching (IAMST) is a collaborative effort of the departments of Biology, Chemistry and Biochemistry, Education, Geology/Environmental Science/Physics, Mathematics and Computer Science, Nursing, and Psychology. The Institute works to improve mathematics and science education throughout the Philadelphia area through development of partnerships with local K-12 schools, faculty enrichment in science and mathematics teaching strategies, tutoring services for students, funding of student research projects, and offering of interdisciplinary hands-on science courses for Education majors (see IMS courses on page 39). All of these programs strive to make science and mathematics more accessible to a diverse population of learners and to encourage broad interest in and knowledge of scientific and mathematical fundamentals. Students interested in taking IMS courses, being a tutor, receiving tutoring, working with local schools, or applying for research funding should contact the IAMST office at 215-951-1298.

## HONORS PROGRAM

The Honors Program provides the most academically talented students with an enriched program of general studies that will be both challenging and stimulating.

The freshman honors student, as an apprentice in the program, studies in honors sections of three required courses. Students who prove themselves able and interested continue with honors courses in such areas as religion, philosophy, and English, which offer more depth and more advanced reading. In the upper division, such courses will frequently be given by distinguished visiting professors. In the last two years, the honors student may, with the approval of the Honors Program Director, substitute an independent study course for any regularly scheduled course except religion or seminar. Class meetings in these courses are less frequent, and emphasis is on individual reading and research. Students who complete the requirements of the Honors Program are graduated with General University Honors.

Further information on the program is available from the Director of the Honors Program.

## LA SALLE-IN-EUROPE— FRIBOURG/FREIBURG, SWITZERLAND

Consistent with the stated objective of La Salle University to aid students "to judge events and opinions critically (and) to communicate effectively," La Salle established in 1960 a study abroad program at the University of Fribourg/Freiburg for all undergraduate students with French and/or German language background. La Salle admits students with a minimum GPA of 2.50/4/0 for sophomore or junior year studies from among its own undergraduates, as well as students from other accredited U.S. colleges and universities.

The La Salle-in-Europe program enjoys official recognition by the University of Fribourg/Freiburg; thus, La Salle-in-Europe students are also full-time students of the University of Fribourg/Freiburg, and the university's entire academic program in a wide range of disciplines is available to them. Students may participate in the full-year program (Fall and Spring semesters) or in a single semester program.

Interested students should contact Dr. Bernhardt Blumenthal, Director, La Salle-in-Europe Program, Olney Hall 241, ext. 1200.

## CAREER PLANNING

Career Planning, which is located on the fourth floor of the Administration Center, offers a variety of services to students and employers. These include, but are not limited to, personalized career counseling and advertising of available positions. Any student or alumna/alumnus can utilize Career Planning services at any time during her or his lifetime.

Personalized career counseling includes the following services: job search strategies, resume critique, resume preparation assistance, cover letter/thank you letter/follow-up letter preparation assistance, skills assessment, interviewing techniques including mock interviews, advertising and posting of current employment openings, informational interview referrals, and employment referrals.

Career Planning also provides information on careers through the Career Resource Center. This consists of a library of occupational, governmental, and company literature to help students obtain information about prospective employers. Additionally, pertinent articles and information related to employment, education, and salary trends are available.

For further information, call ext. 1075.

## COOPERATIVE EDUCATION PROGRAM

The Cooperative Education Program (Co-op) is a learning experience that extends beyond the campus of La Salle University. Students have the opportunity to work in a job related to their major or career goal, while earning money and credit for the experience. This program offers the unique opportunity to apply classroom theory to an actual work situation. Co-op can add relevance to a student's academic program, afford an understanding of human relationships outside one's peer group, and provide realistic vocational information as well as financial assistance.

These full-time employment commitments range from three to six months, thus requiring the student to dedicate either a Fall or Spring semester toward

the Co-op Program. In order for the student to graduate in four years, early academic planning is crucial (see model rosters on pages 79 and 80). Co-op is an optional program open to all majors (except education) who have completed the sophomore year and have maintained at least a 2.25 GPA.

It is suggested that students apply to the Co-op Program before completing their freshman year. During the sophomore year students will prepare for a co-op placement. With the help of the Co-op counselor, each student will write a resume to be submitted to participating companies and prepare for the interview process. Co-op placements are usually completed during the junior year. Six-month assignments are as follows:

Fall Cycle:	July-December
Spring Cycle:	January-June

Three-month assignments occur during the regular academic semesters:

Fall:	September-December
Spring:	January-April

While Summer Co-op is available, the Career Planning office conducts a Summer Jobs Program for those students who wish to obtain summer employment.

Students interested in learning more about the Cooperative Education Program should contact the Co-op Coordinator in Career Planning, 4th floor of the Administration Center, ext. 1075.

## URBAN STUDIES AND COMMUNITY SERVICES CENTER

The Urban Studies Center seeks to involve the resources of the University in the larger urban community. Its major programs are: (1) the Community—non-credit adult education designed for area residents, (2) technical assistance to neighborhood groups in grant and program development, and (3) community organization services focused on the needs of the low-income, multi-racial, and ethnic communities bordering the University. The Center also draws upon the experience of neighborhood leaders to enrich its programs and La Salle's Urban Studies curriculum. Students and faculty with urban research and social service interests are encouraged to contact the Center at 215-951-1188.



## CENTER FOR COMMUNITY LEARNING

The Center for Community Learning carries out La Salle University's mission to "prepare students for informed service and progressive leadership in their communities" and to assist La Salle community members to "openly bear witness to their convictions on world peace and social justice."

Presently, there are over 22 community outreach programs on the La Salle campus. This past year, 1,000 La Salle students were involved in service-related programs. Students, faculty, staff, and community partners are involved in projects that include: tutoring in area high schools, prisons, and foster care settings; mentoring children of all ages through programs like Big Brothers/Big Sisters; rehabilitating houses through Habitat for Humanity and Project Appalachia; volunteer work at various homeless shelters, hospitals, hospices, and soup kitchens; creating community newsletters and neighborhood clean-ups; and many other activities.

Some of these activities are related to specific course work while others take place outside the classroom. La Salle offers a true community-learning experience that strengthens the total education of our students. For more information, contact the Center at ext. 1804.

## THE WRITING FELLOWS PROGRAM

The Writing Fellows Program offers a unique opportunity for good student writers to serve as undergraduate peer tutors in writing in courses throughout the University. Students selected to be Writing Fellows receive special training. Interested students should see Dr. Margot Soven, Program Coordinator, Olney Hall 140, ext. 1148.

## PRE-ALLIED HEALTH PROGRAM

La Salle provides students preparing for careers in the allied health professions with courses in the basic sciences and with other courses required by allied health institutions. The prerequisite courses vary with the allied health profession and with the professional schools.

A special agreement with Thomas Jefferson University enables La Salle students to transfer to Jefferson's College of Allied Health Sciences for certain upper division degree programs not available at La Salle. Students who satisfactorily complete their first two years of study at La Salle may apply to transfer to Jefferson to pursue a Bachelor's degree in cytogenetic technology, cytotechnology, dental hygiene, diagnostic imaging, medical technology, occupational therapy, and the entry level Master's degree program in physical therapy.

## COURSES AT CHESTNUT HILL COLLEGE

The cooperation of La Salle with Chestnut Hill College, a Catholic college for women situated about five miles from La Salle, results in a valuable coordination of programs. Students from either of the associated colleges can register for courses at the other college, with full credits, and without the payment of extra tuition. The calendar for the academic year in both colleges is identical. Students wishing to register for courses offered at Chestnut Hill will follow the same procedure as when they register for courses at La Salle. Classes at Chestnut Hill begin on the hour, at La Salle on the half-hour.

## SUMMER SESSIONS

A variety of courses are offered in both day and evening sessions during the summer. Students may use these courses to enrich their academic programs, to lighten their regular schedules, to make up failures, or, in some instances, to accelerate progress toward a degree. The Summer Sessions are administered by the Office of Continuing Studies.

Properly qualified applicants from other accredited institutions are also admitted to the Summer Sessions.

## ARMY RESERVE OFFICERS' TRAINING CORPS PROGRAM

Students at La Salle can participate in Army Reserve Officers' Training Corps (ROTC) through a cross-enrollment agreement with Drexel University. The program is open to both male and female students who desire to earn a commission as a Second Lieutenant in the United

States Army, Army Reserve, or Army National Guard upon graduation.

Freshman and sophomore students take ROTC basic courses right on La Salle's campus and incur no obligation to the U.S. Army by enrolling. Additionally, military science courses may be applied towards graduation requirements.

Juniors and seniors enrolled in the Advanced Course take senior level military science courses at Drexel University.

The primary purpose of ROTC is to prepare college men and women to serve as commissioned officers in the United States Army. Students enrolled in the ROTC program receive instruction in the fundamentals of leadership with emphasis on self-discipline, integrity, confidence, and responsibility.

ROTC scholarships are available on a competitive basis. Advancing freshman and sophomore students may compete for two- and three-year scholarships, regardless of whether or not they are currently enrolled in ROTC. All junior and senior students enrolled in the Advance Course receive a non-taxable subsistence allowance of \$150 per month for ten months per school year.

For more information on the program, scholarships, and career opportunities, contact the ROTC office at La Salle University, ext. 1365.

## AIR FORCE RESERVE OFFICERS' TRAINING CORPS

La Salle students are eligible to participate in Air Force Reserve Officers' Training Corps (AFROTC) through a cross-enrollment agreement with St. Joseph's University.

All Aerospace Studies courses will be held on the St. Joseph's campus. The AFROTC program enables a college student to earn a commission as an Air Force officer while concurrently satisfying requirements for a baccalaureate degree.

For further information on the cross-enrollment program, scholarships, and career opportunities, write or telephone the Professor of Aerospace Studies, AFROTC Det750, St. Joseph's University, Philadelphia, PA 19131, (215) 660-1190.

## UNIVERSITY ATTENDANCE POLICY

Students are expected to attend classes regularly. Absence required to provide for conditions beyond the control of the student, such as illness or serious personal or family situations, should be explained to the instructor. If an absence extends over a protracted period of time, the Office of the Dean of the individual student's school should be notified. Attendance is taken from the first regular class day regardless of the time of registration.

## EXAMINATIONS

The last week of each semester is set apart for final examinations. Examinations to measure student progress are given at mid-term. Students who, for satisfactory reasons, fail to take a semester examination as scheduled may take a delayed examination.

## CLEP EXAMINATIONS

Students may receive credit for approved courses taught in the La Salle University curriculum through participation in the College Level Examination Program (CLEP) of the College Entrance Examination Board, or through other authorized standardized testing procedures or in-house tests. Students who wish to attempt credit through examination must receive permission from their Dean's Office to determine which examinations are acceptable to La Salle, and to obtain permission for participation.

While the Academic Dean determines the credits to be granted for CLEP and other authorized standardized testing procedures, the individual department designates the subject examinations which are applicable to specific courses at La Salle University. Students may not be granted credit for a general examination CLEP course after completion of the freshman year, and a student who has received credit through conventional courses or through standardized testing for one or more advanced courses in a discipline may not challenge a beginning course in that discipline. No grades are assigned to courses credited through authorized standardized testing procedures.

Students who elect to receive credit through authorized standardized testing procedures or approved in-house tests will pay an administrative fee of \$45.00 for each course examination taken.

## STUDENT RESPONSIBILITIES

A student's matriculation at La Salle University is a voluntary decision which involves acceptance of the responsibility to perform academically and to behave socially in ways consistent with the goals and objectives of the University. When registering at La Salle, the student accepts University rules and regulations and the authority of the University to exercise disciplinary powers, including suspension and dismissal. As a member of student organizations and as an individual, the student assumes responsibility for knowing and complying with all existing regulations in the Academic Bulletin, the Student Handbook, The Resident Student Guidebook, and any rules and regulations subsequently promulgated through appropriate publication to the University community. Copies of the Student Handbook may be obtained from the Student Life Office.

## STUDENT REPORTS

Progress reports for new students are submitted to the Dean's Office by each instructor at the middle of each term. Final grades are submitted to the Registrar's Office at the end of a semester and these are made part of a student's permanent record. A report of semester grades is mailed to the student within two weeks after final examinations.

## GRADES

A Superior	I Incomplete
B Very Good	W Withdrawal
C Average	S Satisfactory
D Passable	U Unsatisfactory
F Failure	X Audit

The final course grade is determined through evaluation of recitations, written assignments, and examinations, including mid-term and final examinations.

The following system of grades is used in measuring the quality of student achievement:

**+/- Grading System:** In assigning grades, faculty have the option of using A-, B+, B-, C+, C-, or D+. Those faculty who do not want to assign +/- grades are not obligated to do so.

**Incomplete:** The I grade is a provisional grade given by an instructor to a student who has otherwise maintained throughout the semester a passing grade in the course, but who has failed to take the semester examination for reasons beyond his control. Make-up examinations for the fall semester must be completed before the opening day of the spring semester. All I grades that have not been removed within three weeks after the last regular examination of the semester become F's. When it is physically impossible for the student to remove this grade within the time limit, he must obtain a written extension of time from the Dean of his school.

**Withdrawal:** The W grade is assigned when a student withdraws from a course with the Dean's permission before its completion. Ordinarily, permission for withdrawal is not granted after mid-term examinations.

**Satisfactory or Unsatisfactory:** Students may take up to two free electives under a pass/fail option. If they indicate this option to the Registrar within three weeks after the course begins, the grade for the course will be recorded as S or U. Such a grade will not affect the cumulative index, but semester hours graded S will be counted toward the total required for graduation. The purpose of this option is to encourage choice of challenging electives, including those outside the student's major field.

**Audit:** The X grade is assigned for courses audited. After obtaining permission from the course instructor and the Dean, a student wishing to audit a course may sign up in the appropriate Dean's Office before the first day of class.

**Courses repeated:** If a student repeats a course, only the higher grade is counted toward graduation requirements and in the academic index. A student may not repeat a course more than once without permission from his or her Dean.



## SCHOLARSHIP INDEX

A scholarship index system is used at La Salle to determine a student's average grade. In determining the index, each letter grade is ascribed a numerical value, called grade points. A = 4 grade points; A- = 3.67 grade points; B+ = 3.33 grade points; B = 3.00 grade points; B- = 2.67 grade points; C+ = 2.33 grade points; C = 2.00 grade points; C- = 1.67 grade points; D+ = 1.33 grade points; D = 1.00 grade point; F = 0.00 grade points.

A grade point score is calculated for each course by multiplying the numerical equivalent of the letter grade by the number of semester hours. The index, or the average grade of all courses, is found by dividing the sum of the grade point scores for all courses by the total number of semester hours of course work attempted.

## ACADEMIC PROGRESS

A full-time student is making adequate progress toward the degree if he or she has:

1. completed within the academic year (fall, spring, and summer) eighteen hours of new course work at satisfactory academic levels as indicated:
  - a) completed freshman status 1.50 or above\*
  - b) completed sophomore status 1.75 or above\*
  - c) completed junior status 2.00 or above\*
  - d) within the senior year 2.00 or above\*

\*See "Classification of Students" on page 15 for definition of status.
2. completed graduation requirements within a maximum of seven years of full-time study. For justifiable reason, exceptions may be determined by the dean.

This policy statement defines the parameters within which the University will define the progress of the student for aid and funding purposes. Since the decisions rest with the granting agencies, "adequate progress" does not guarantee such aid.

## DEANS' HONOR LIST

The Deans' Honor List is published at the termination of each semester. Those students who have a cumulative average of 3.4 and above are placed on the Deans' List. To be eligible for this list, a student must have complied with all the requirements of the University and must have earned 24 credits with letter grades A, B, C, or D at La Salle University.

Deans' List students are eligible for courses in the University's Honors Program.

## ACADEMIC CENSURE

Academic censure is intended to be a service to the student who is in academic difficulty. It serves to alert some to the severity of their academic problem and to encourage them to seek the help and counsel they need. For others, it is the imposition of a time period away from academic endeavors to permit adjustment of priorities.

Academic censure may assume any one of three forms, depending on the student's academic standing. During the evaluation of student records at the end of each semester, a student will normally be subject to the form of academic censure indicated if the cumulative grade point average falls below the levels outlined.

For purposes of censure, the sum of the number of credits transferred from another institution and the number of credits attempted at La Salle are used to determine the student's year. Students having 0 to 23 such credits are considered to be in their freshman year; those having 24 to 53 such credits are in their sophomore year; those having 54 to 83 such credits are in their junior year; those having more than 83 such credits are in their senior year.

1. Probation. A student is placed on probation who has attained a cumulative grade point average of (a) less than 1.50 after any term in the freshman year, (b) less than 1.75 after any term in the sophomore year, (c) less than 1.90 after the first term in the junior year, (d) less than 2.00 after any other term in the junior year or during the senior year. Such a student will be continued on pro-

bation until he or she has satisfied the conditions for good academic standing.

2. Suspension. This is involuntary separation of the student from the University for a definite period of time, usually two semesters. No academic work done during a period of suspension will be accepted for a student's academic record at the University.
3. Dismissal. This is involuntary separation of the student from the University for an indefinite period of time. No academic work done during a period of dismissal will be accepted for a student's academic record at the University.

A student is liable to suspension or dismissal:

1. when he/she has attained a cumulative grade point average (a) less than 1.25 after any term in the freshman year, (b) less than 1.50 after any term in the sophomore year, (c) less than 1.75 after the first term in the junior year, (d) less than 1.90 after any other term in the junior year or during the senior year, or
2. when he/she is on probation for two successive semesters.

Decisions on probation, suspension, and dismissal will be made following determination of grades after the Fall and Spring semesters.

## CREDIT FOR COURSES TAKEN AT OTHER INSTITUTIONS

Course work taken at other institutions by regularly-enrolled students at La Salle University may not be offered for credit unless the student has had written permission in advance from the dean of his school to take such courses. Credit is transferred only for marks of C or better.

Other policies governing credit for courses at other institutions are:

1. Students must have a minimum 2.00 at La Salle in order to take courses at other schools.

2. Prior to having 60 credits on their La Salle transcript, students are permitted to take required courses (subject to School or Department restrictions) or electives at two-year as well as four-year schools.
3. After 60 credits are on their La Salle transcript, students are permitted to take electives only, and only at four-year schools.
4. Permission for credit for study abroad programs other than those sponsored by La Salle University must be obtained in writing in advance from the Dean of the student's school.

## RENEWAL POLICY FOR RETURNING STUDENTS

La Salle University students who have not enrolled in credit courses at any college or university for a period of five years, who return to any of the University's undergraduate degree programs, and who have successfully completed 12 consecutive credit hours with a grade of C or better in each course, may request in writing from the Dean of their school a "transcript renewal." Should the request be granted, the student will have the option of having all Fs renewed or all Fs and all Ds renewed. Grades of renewed courses will remain and be noted on the transcript, and cumulative grade point average will be adjusted accordingly. This request may be made only once by a given student.

## REQUIREMENTS FOR A DEGREE

Students who will complete requirements for a degree in a given semester must make written application for graduation at the time specified by the Registrar. Commencement exercises are held annually in the spring. Diplomas are issued three times a year—on September 15, January 15, and on the date of the Commencement exercises. Students who have three or fewer courses remaining to be fulfilled for their degree requirements will be eligible to participate in May Commencement exercises. Students receiving diplomas in September or January are invited to participate formally in the Commencement exercises of the following May.

A candidate for the baccalaureate degree must have completed 120 semester credit hours which satisfy curricular requirements and which include at least 38 courses of 3 credit hours or more.

Certain curricula may require a number of hours exceeding this minimum. In addition to completing the required number of courses and hours, the student must also:

1. have obtained a C average or cumulative index of 2.00 in the total program of studies,
2. have fulfilled all course requirements controlled by the major department with a C average or a cumulative index of 2.00 in those courses,
3. have fulfilled the Foundation and Core Requirements.
4. Students are required to take their last 24 credits at La Salle.

### Requirements for a second Bachelor's Degree:

La Salle will award either a B.A. or a B.S. degree to a student who has already earned a bachelor's degree from an accredited institution if these conditions are met:

1. The student will obtain written permission from the appropriate dean and chair.
2. If the student holds a bachelor's degree from La Salle, he or she will meet substantial requirements for the major as determined at the time the student matriculates in the second degree program. A minimum of 30 credit hours would be required.
3. If the student holds a bachelor's degree from another institution, a maximum of 70 credit hours may be transferred toward the second degree. The student must fulfill all core requirements as well as substantial requirements of the major as determined at the time the student enrolls in the second degree program.

4. The student is required to take the last 24 credits at La Salle.

## HONORS

The bachelor's degree with honors is conferred on a student who has completed his or her courses at the University with an average of all marks not lower than 3.4 and who has not incurred the penalty of loss of good standing for disciplinary reasons.

The candidate for the bachelor's degree who has earned an average of 3.8 in all courses is graduated with the distinction *Maxima Cum Laude*.

The candidate who has earned an average of 3.6 is graduated with the distinction *Magna Cum Laude*.

The candidate who has earned an average of 3.4 is graduated with the distinction *Cum Laude*.

## WITHDRAWALS

A student who withdraws from the University must submit a withdrawal notice to the dean of his school. The date of filing the withdrawal notice is considered as the date of withdrawal in all cases. Resident students must also notify the Resident Life Office.

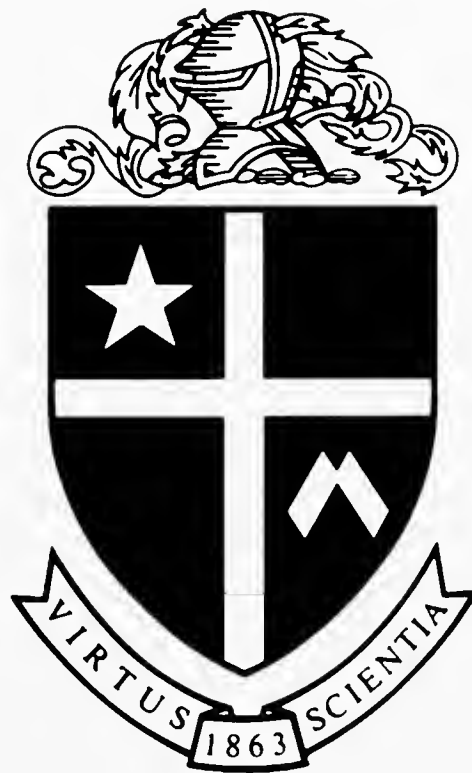
## TRANSCRIPTS

Students may apply at the Registrar's Office for a transcript of their collegiate work. Official transcripts bearing the signature of the Registrar and the seal of the University are sent, at the request of the student, to other institutions and organizations.

Students requesting transcripts for their own use are given copies marked "student copy." A fee of \$5 is charged for an official transcript. The University requires at least one week's notice for the issuance of transcripts. No transcripts can be issued until all financial obligations to the University have been satisfactorily settled.

# Arts and Sciences

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The School of Arts and Sciences offers general or liberal arts programs and programs in science and mathematics. Within these two areas you may further specialize in a major field of study. In the liberal arts, the Bachelor of Arts degree is offered in art history, communication, economics, English, foreign languages, history, music, philosophy, political science, religion, and sociology. Concentration in the science area may lead to a B.A. degree in biochemistry, biology, chemistry, computer science, environmental science, geology, mathematics, or psychology, or a B.S. degree in computer science.

The School also offers programs designed as preparation for health professions, law, public administration, teaching, social work, and work in criminal justice. The Bachelor of Social Work degree is conferred upon social work graduates.

## PREPARATION FOR THE HEALTH PROFESSIONS

Students preparing for careers in the health professions (medicine, dentistry, veterinary medicine, podiatric medicine, optometry) generally major in biology or chemistry, but may elect to major in any program provided they schedule the required minimum science and mathematics courses to support their applications. The courses specified by the Association of American Medical Colleges for Medical School applicants are generally applicable as minimal requirement for any of the health professions. They are:

Chemistry	12-16 semester hours
Physics	8 semester hours
Biology	8 semester hours
Mathematics	0-6 semester hours

Most professional schools will accept these as minimal preparation, but recommend additional courses. Students should be alert to the fact that professional schools are interested in demonstration of aptitude in science and mathematics, and the courses taken must be those normally rostered by majors in these areas, not courses offered for non-major election.

In the normal review process in these schools, the applicant's full undergraduate record is scrutinized. The strong liberal arts component in the La Salle curriculum will provide evidence of broad interest and rounded academic development. Evidence of leadership and active interest in associated activities will lend strong additional support to applications.

Normally the competition for placement in these programs results in high acceptance standards. Grade point averages ranging from 3.0 to 3.5 are representative of levels expected in these programs. Students are encouraged to consult with the health professions advisor concerning admissions criteria at various schools.

## PREPARATION FOR TEACHING

The teacher preparation program leads to eligibility for an Instructional I certificate to teach in either the elementary or secondary schools or to teach mentally and/or physically handicapped students in the elementary and secondary schools of Pennsylvania. The Pennsylvania Department of Education has granted program approval in the preparation of teachers of biology,

chemistry, communication, earth and space science, elementary education, English, French, German, Italian, Latin, mathematics, Spanish, special education, and comprehensive social studies. Students who satisfactorily complete the University's requirements in these areas are recommended by the Education Department faculty for a teaching certificate. Those planning to teach outside of Pennsylvania should familiarize themselves with certification requirements elsewhere.

The Education Departmental Board, consisting of faculty members from the Education Department, one faculty representative for each of the subject areas of teacher preparation, and student representatives in the teacher preparation program, makes final intradepartmental decisions on planning, conducting, and evaluating the teacher preparation program. The University's Career Planning and Placement Bureau aids graduates in obtaining positions.

For details on specific requirements in each area of certification, please see the director of the appropriate program (elementary and special education, or secondary education).

## PREPARATION FOR LAW

Law schools do not prescribe particular curricula for admissions. La Salle University, therefore, approaches the preparation for law on an individualized basis, tailoring the program of each student to individual needs and desires. Thus, students may major in English, political science, history, etc., as preparation for law.

The Pre-Law Program offers the student a coordinated approach to course selection, preparation for the Law School Admission Test (LSAT), and both academic and admissions counseling. In addition, it provides many programs and panel discussions through the St. Thomas More Pre-Law Society. Pre-Law advisor for the School of Business Administration is Professor David Culp. Professor Gerard Downey serves as advisor for the School of Arts and Sciences. Students are encouraged to contact either professor if they are interested in a career in law.

## PREPARATION FOR CRIMINAL JUSTICE PROFESSIONS

Students preparing for careers in criminal justice professions pursue a curriculum which combines liberal arts with intensive coursework in the behavioral and social sciences and specialized courses in criminal justice. A major in criminal justice qualifies the student for admission to graduate programs in criminal justice and prepares the student for entry-level positions in law enforcement, judicial administration, probation, parole, and correctional administration.

## PREPARATION FOR SOCIAL WORK

The mission of the Social Work Program is to prepare competent generalist social workers for practice in the urban community. Students develop the ability to think systematically, are grounded in social work theory, and utilize generalist practice skills in a variety of settings.

The program fosters a spirit of inquiry into matters of human diversity and social justice with an expectation that the process

will stimulate an active commitment to social change. The students undertake an exploration of the self as a means of understanding and incorporating the values of the profession. Students are encouraged to acknowledge their unique gifts, and to challenge their limitations so they have conscious self-awareness in their practice as professional social workers.

Graduates earn a Bachelor of Social Work (BSW), which prepares them for practice in the social services and related fields. The undergraduate degree also prepares students for graduate study.

## THE CORE CURRICULUM

The Core Curriculum provides you with an opportunity to build a strong foundation for the future. It encourages you to work out a system of values rooted in the best thinking of the great minds of the past and present.

Whatever your eventual major, your core courses will have allowed you to acquire a basic body of knowledge and habits of thinking that are independent of career interests. The Core Curriculum at La Salle has been revised after several years of study and debate on the part of students, faculty, and administrators. The curriculum will give you a real advantage as you attempt to build your life and your career after graduation. It will help you learn how to learn by giving you experience in researching information, understanding relationships, and communicating effectively with others.

While the Core allows you some freedom of choice, it includes guidelines which should provide coherence in your college education. The Core Curriculum prepares you to adapt to the ever-changing world by exposing you to a well-thought-out plan aimed at encouraging four years of intellectual and personal growth. The Core Curriculum consists of three parts: Foundation, Core I, and Core II.

### FOUNDATION COURSES

(7-9 courses, normally completed by end of sophomore year)

These courses are most directly related to the liberal education approach that is basic to La Salle's aims and traditions. Depending upon your previous preparation, you will take foundation courses in writing, literature, history, computer science, philosophy, science, religion, and social science. The writing and computer science courses are intended to give you the tools you need; the others will acquaint you with some of the best that has been written or thought in each field. The University may waive a writing course or a computer science course if your background so warrants. Foundation courses may not be used to fulfill any other curricular requirement (core, major, or elective). However, an individual Foundation course may be waived for a student majoring in a department represented in the Foundation area.

### CORE I COURSES

(6 courses, normally completed by end of junior year. Foundation courses may not satisfy this requirement unless required by your major department.)

These courses are an opportunity to build upon the foundations you have in place.

In Core I A, you take three courses in Religion and Philosophy (two in one subject and one in the other).

In Core I B, you also take a sequence of three courses in one of these:

- History
- Fine Arts (Art or Music)
- Foreign Languages (Classical languages, French, German, Italian, Russian, Spanish)
- Literature

Each sequence has been planned by the individual department to provide growth in the knowledge and skills of that subject.

### CORE II COURSES

(2 courses from a subject or combination of subjects listed below. May not be in your major subject or in the subject you chose for your Core I sequence.)

- Fine Arts (Art or Music)
- Foreign Language (Must be in same language.)
- History
- Literature
- Social Science (Economics, Psychology, Political Science, Sociology)

## MAJOR REQUIREMENTS

Requirements for majors in each department are listed along with that department's course descriptions in this catalog. All students are required to take a writing emphasis course in their major discipline at the Junior/Senior level.

## FREE ELECTIVES

Students may choose to concentrate free electives in a particular discipline to build a minor or may use these electives to diversify their background or broaden their interests. Students may not take additional Foundation courses as electives in satisfaction of graduation requirements without express permission from the Dean's Office. Such permission will be granted only in the following exceptional cases: (1) In the event that a course serves both as a foundation course and as the introductory course to a discipline in which the student intends to do additional work. (2) For some defensible academic reason acceptable to the Dean. No more than two free electives may be taken on a pass/fail basis.

## DESIGNATED MINORS

A student may designate up to two minors, which will be officially recorded on the transcript as minors. The School of Arts and Sciences offers minors in the following disciplines: art history, biochemistry, biology, chemistry, communication, computer science, criminal justice, economics, education, English, foreign language, geology, history, mathematics, music, philosophy, political science, psychology, religion, social work, and sociology.

Special minors are also available in Asian studies, business administration, Central and Eastern European studies, environmental studies, health care administration, international studies, justice and society studies, life science, marketing, risk management and insurance, urban studies, and women's studies.

## REQUIREMENTS

To minor in a discipline listed above, you must complete six courses within the discipline (not counting Foundation courses). Courses used to meet Core I or Core II requirements may also be used in constructing a minor. At least two of the six must be at the 300-400 level. No more than two may be at the 100-level. The remaining two or three may be at the intermediate level.

The requirements for the special minors are listed in their proper alphabetical positions in the Course Descriptions section of this catalog.

## MODEL ROSTER — ARTS & SCIENCES

### FRESHMAN YEAR

#### Fall

Major Course

Major Course or Elective\*

Writing or Foundation

Literature or Computer  
Science Foundation

Religion or Philosophy  
Foundation

#### Spring

Major Course

Major Course or Elective\*

Writing or Foundation

Literature or Computer  
Science Foundation

Religion or Philosophy  
Foundation

### SOPHOMORE YEAR

#### Fall

Major Course

Major Course or Core

Science or  
Other Foundation

History or Social Science  
Foundation

Core Course

#### Spring

Major Course

Major Course or Core

Science or  
Other Foundation

Core Course

Core Course

### JUNIOR YEAR

#### Fall

Major Course

Major Course or Core

Core Course

Core or Elective\*

Elective\*

#### Spring

Major Course

Major Course or Core

Core Course

Core or Elective\*

Elective\*

### SENIOR YEAR

#### Fall

Major Course

Major Course

Major or Elective\*

Elective\*

Elective\*

#### Spring

Major Course

Major Course

Major or Elective\*

Elective\*

Elective\*

\*Elective Courses in the Freshman and Sophomore years should be used to complete the Core. Elective Courses in the Junior and Senior years should be used to complete dual majors, minors, or for personal enrichment.

## PROGRESS RECORD

### FOUNDATION (7-9 COURSES)

- |                                  |  |
|----------------------------------|--|
| 1. Writing I <sup>1</sup> _____  | 6. Social Science _____                |
| 2. Writing II _____              | 7. History _____                       |
| 3. Literature <sup>2</sup> _____ | 8. Science _____                       |
| 4. Religion _____                | 9. Computer Science <sup>3</sup> _____ |
| 5. Philosophy _____              |  |

<sup>1</sup> May be waived by decision of the University before you begin course work.

<sup>2</sup> May be in English or in Foreign Language Literature in English translations.

<sup>3</sup> May be waived by challenge examination before you begin course work.

### CORE I (6 COURSES)

#### Core IA – 3 courses

Religion and Philosophy

1. Religion \_\_\_\_\_
2. Philosophy \_\_\_\_\_
3. Religion or Philosophy \_\_\_\_\_

#### Core IB – 3 courses from any one of these disciplines:

Fine Arts, History, Foreign Language, Literature

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

### CORE II (2 COURSES FROM ONE DISCIPLINE OR FROM A COMBINATION OF DISCIPLINES)<sup>4</sup>

Fine Arts, Literature, Foreign Language<sup>5</sup>, Social Science, History

1. \_\_\_\_\_
2. \_\_\_\_\_

<sup>4</sup>Also approved to fulfill Core II requirement: COM 202, 204, and 254; EDC 201 and 203.

<sup>5</sup>Both courses must be in same foreign language.

### MAJOR COURSES

- |          |           |
|----------|-----------|
| 1. _____ | 9. _____  |
| 2. _____ | 10. _____ |
| 3. _____ | 11. _____ |
| 4. _____ | 12. _____ |
| 5. _____ | 13. _____ |
| 6. _____ | 14. _____ |
| 7. _____ | 15. _____ |
| 8. _____ |           |

### Electives

- |          |           |
|----------|-----------|
| 1. _____ | 6. _____  |
| 2. _____ | 7. _____  |
| 3. _____ | 8. _____  |
| 4. _____ | 9. _____  |
| 5. _____ | 10. _____ |

**KEY**

(F) – Offered in Fall term; (S) – Offered in Spring term; (F, S) – Course may be rostered in either Fall or Spring term. The year is indicated if the course is offered in alternate years. When a course number has been changed this year, the former number is given in parenthesis. Courses approved for Foundation, Core I (3-course sequence) or Core II (2-course option) are so indicated.

Courses listed in this section are subject to change through normal academic channels. New courses and changes in existing course work are initiated in the departments and approved by the curriculum committee consisting of faculty, student, and administrative representatives.

✎ identifies courses that have been designated as writing intensive.

**ART HISTORY**

(See Fine Arts.)

**ASIAN STUDIES MINOR**

Directed by: Charles Desnoyers, Ph.D., History Department

**REQUIREMENTS**

Asian Studies minors must take six courses, including a two-course sequence of an Asian language.

**ECONOMICS**

- ECN 330
- Senior Seminar: Economics of the Pacific Rim

**FINE ARTS**

- ART 207
- ART 208

**FOREIGN LANGUAGES**

- JPN 101-102
- JPN 150
- JPN 260

(Please Note: In order to fulfill the language requirement, students must take either 101-102, 101-260, 102-260, or 150-260.)

**HISTORY**

- HIS 103, 203, 303
- HIS 346
- HIS 350

- HIS 351
- HIS 352
- HIS 353
- HIS 370-371\*
- HIS 447
- Seminar in Modern Chinese History

\*For Asian Special Topics only

**HONORS**

- HON 245
- HON 443
- HON 458

(Please Note: Students taking 245, 443, 458 must obtain permission from the Honors Director.)

**LITERATURE (in translation)**

- LIT 270

**MANAGEMENT**

- MGT 371

**RELIGION**

- REL 240
- REL 340
- REL 341

**BILINGUAL/BICULTURAL STUDIES**

- Vietnamese 531
- Khmer 541

(Please Note: 531 and 541 require the permission of the Director of Bilingual/Bicultural Studies.)

**BIOLOGY****FACULTY**

Annette O'Connor, Ph.D., Chair

Professor: McPhillips

Associate Professors: Belzer, Mickle, O'Connor, Seitchik

Assistant Professors: Ballough, Shurina

**FOUNDATION COURSES**

BIO 154, 155, 156

**REQUIREMENTS**

Required for Major in Biology:

- BIO 210, 220, 230, 412, and 418 and additional biology courses to total a minimum of 33 credit hours.

- BIO 210 is a prerequisite for all higher courses. BIO 210, 220 and 230 form a "core." Normally, these courses are taken in this order and must be successfully completed before registering for higher level courses.
- CHM 111-112, 201-202
- PHY 105-106
- MTH 120

(Please note: 100-level biology courses do not fulfill biology major requirements; college chemistry is a prerequisite for 300/400-level BIO courses.)

Required for Minor in Biology:

- BIO 210, 220, 230
- 3 additional courses from the 300/400 level (these courses must be approved by the Biology Department Chairperson)

(Please note: 100-level biology courses do not fulfill biology minor requirements. BIO 210 is a prerequisite for all higher numbered BIO courses; college chemistry is a prerequisite for 300/400-level BIO courses.)

Required for Life Science Minor:

- CHM 111 or 161
- BIO 210
- 4 additional biology courses from the 160/200/300/400 level with at least two from the 300/400 level (these courses must be approved by the Biology Department Chairperson)

(Please note: BIO 210 is a prerequisite for all higher numbered BIO courses; college chemistry is a prerequisite for 300/400-level BIO courses.)

Required for Major in Secondary Education/Biology

- MTH 120
- PHY 105-106
- CHM 111-112 and 201-202
- BIO 210, 220, 230
- A minimum of 4 additional BIO courses from the 300/400 level (these courses must be approved by the Biology Department Chairperson)

(Please note: 100-level biology courses do not fulfill BIO requirements.)



Non-biology majors planning to roster 200/300/400-level BIO courses must secure the permission of the Biology Department Chairperson.

A Biology Concentration in Environmental Science is available. See page 52 for requirements.

## COURSE DESCRIPTIONS

### BIO 154 (F, S)

#### ECOLOGY AND ENVIRONMENTAL ISSUES

3 credits / Foundation

Lectures, visuals, and demonstrations to introduce basic ecological principles and environmental issues from a scientific and sociological viewpoint. Topics include: ecosystems, trophic levels and food webs, populations, natural resources, and pollution. Three hours lecture, no laboratory.

### BIO 155 (F, S)

#### LIFE BEFORE BIRTH

3 credits / Foundation

Lectures, visuals, demonstrations, and student investigation will illustrate the sequential formation of the human body from production of the reproductive cells, through fertilization and organ formation, to birth. In addition, common developmental problems and their causes will be discussed. Three hours lecture, no laboratory.

### BIO 156 (F, S)

#### HUMAN GENETICS

3 credits / Foundation

Lectures, supplemented with visuals and demonstrations to illustrate the general principles of genetic transmission and their application. Discussion of currently developing technologies and procedures for genetic control which might have an impact on humans and of problems arising from gene and/or chromosomal abnormalities. Three hours lecture, no laboratory.

### BIO 161-162 (F, S)

#### ANATOMY AND PHYSIOLOGY

4-8 credits

A basic course in the structure and functioning of the human body with emphasis placed on the interrelationships of the major organ systems. Intended for Allied Health students. Three hours lecture, two hours laboratory; two terms.

### BIO 163 (F, S)

#### CLINICAL MICROBIOLOGY

4 credits

Structure, growth, and identification of medically important microorganisms; role of specific pathogens in the etiology of human disease; immunology; chemotherapeutic and antibiotic control of infectious diseases. Intended for Allied Health students. Three hours lecture, two hours laboratory.

### BIO 165 (F, S)

#### NUTRITION

3 credits

An introduction to the nutritional composition of foods, the functions of the nutrients in normal human physiology, and the importance of a well-balanced diet. The topics of world malnutrition, food economics, sanitation, and the relationship of food selection based on ethnic, religious and other factors are addressed. Intended for Allied Health students. Three hours lecture.

### BIO 210 (F, S)

#### CELLULAR BIOLOGY AND GENETICS

4 credits

An introduction to the principles of cellular and molecular biology and genetics. Topics include basic biochemistry, cell structure and function, cellular reproduction, molecular and classical genetics. Three hours lecture, two hours laboratory. Prerequisite: high school or college chemistry.

### BIO 220 (F, S)

#### STRUCTURE AND FUNCTION OF ORGANISMS

4 credits

An introduction to the principles of plant and animal form and function. Emphasis will be placed on the correlation of structure and function of the major organ systems of plants and animals. Laboratory sessions will focus on physiological phenomena. Three hours lecture, two hours laboratory.

### BIO 230 (F, S)

#### DIVERSITY, EVOLUTION AND ECOLOGY

4 credits

An integrated study of evolutionary principles and mechanisms, the diversity of life, ecosystem structure and dynamics, human interaction with ecosystem components, and the biological basis of behavior. Three hours lecture, two hours laboratory.

### BIO 301 (F)

#### COMPARATIVE VERTEBRATE ANATOMY

4 credits

Comparative systemic anatomy of the vertebrate classes; hypotheses of origin and radiation of the phylum Chordata. Laboratory dissections of representative Chordates from amphioxus to mammal. Two hours lecture, four hours laboratory.

### BIO 303 (F, S)

#### MICROBIOLOGY

3 credits

Structure, growth, identification, and control of microorganisms of major medical, environmental, and industrial importance; molecular control and genetics of bacteria and viruses; immunology; microbial pathogenesis; epidemiology of infectious diseases of humans. Two hours lecture, two hours laboratory.

### BIO 305 (F)

#### GENERAL PHYSIOLOGY

3 credits

A lecture-laboratory course that examines the metabolic processes and associated physiochemical phenomena of vertebrates. Current hypotheses of neural, endocrine, respiratory, cardiovascular and digestive physiology will be studied. Two hours lecture, two hours laboratory.

### BIO 306 (S)

#### NEUROBIOLOGY

3 credits

A lecture-laboratory study of the nervous system including principles of membrane biophysics, cellular neurophysiology, systems neurophysiology and neuroanatomy. Two hours lecture, two hours laboratory.

### BIO 308 (F)

#### METHODS IN BIOLOGICAL RESEARCH

3 credits

A laboratory course designed to give hands-on experience in proper use of laboratory equipment, care of laboratory animals, common histological and cytological techniques, tissue culture, use of radioisotopes in research and experimental design; for students interested in a research career. One hour lecture, four hours laboratory. Permission of Chair required.

### BIO 310 (S)

#### GENETICS

3 credits

An introduction to genetics at the molecular, cytological and organismal level. Included are the thorough coverage of Mendelian and other basic transmission

genetics phenomena in the light of our knowledge of DNA and cell structure and function; Mutation and Mutogenesis; and an introduction to Recombinant DNA. Two hours lecture, two hours laboratory.

**BIO 312 (F)**  
RADIOBIOLOGY  
3 credits

Theory of the production, detection, and measurement of ionizing radiations; use of ionizing radiations in research and medicine; effect of ionizing radiations on life forms. Two hours lecture, two hours laboratory.

**BIO 314 (S)**  
BIOMETRICS  
3 credits

Analysis of experiments and research data in quantitative biology. Descriptive and inferential statistics, including: probability distributions, analysis of variance, regression and correlation. Three hours lecture.

**BIO 315 (S)**  
PLANT PHYSIOLOGY  
3 credits

Metabolic and physical processes of plants. Emphasis on photosynthesis, photorespiration, mineral nutrition, transpiration, phloem transport, intermediary metabolism, and hormonal activity. Recommended prerequisite: BIO 203. Two hours lecture, two hours laboratory.

**BIO 316 (S)**  
PLANT ANATOMY  
3 credits

Structure of plant tissues and organs, particularly those of higher vascular plants. Emphasis on vegetative organs, but reproductive organs are discussed. Structure correlated with function and/or habitat. Recommended prerequisite: BIO 203. Two hours lecture, two hours laboratory.

**BIO 317 (S)**  
INVERTEBRATE ZOOLOGY  
4 credits

Life processes, phylogenetic advances, and basic classification of the major prechordate phyla with emphasis on their evolution and ecology. Three hours lecture, two hours laboratory.

**BIO 318 (F 1997, 1999)**  
EVOLUTION  
3 credits

A presentation and analysis of the evidence for the evolution of life. Major topics include the origin of life and cellular

organelles as well as the development of the diversity of life present today. Heavy emphasis on the ideas of Charles Darwin as expanded and modified by evidence from modern population genetics, cytogenetics and molecular biology. Three hours lecture.

**BIO 319 (S)**  
THE PLANT KINGDOM  
4 credits

Functional anatomy, phylogeny, and basic systematics of non-vascular and vascular plants. Three hours lecture, two hours laboratory.

**BIO 400 (F)**  
MARINE BIOLOGY  
3 credits

A contemporary view of the dynamics establishing community structure in pelagic, estuarine, mangrove tidepool, coral reef, hydrothermal vent, and intertidal ecosystems. Structural, functional, behavioral, and adaptive modifications of marine organisms will be examined. Three hours lecture; field trip(s) typically included.

**BIO 401 (F)**  
TAXONOMY OF THE SEED PLANTS  
3 credits

A survey of seed forming plants with emphasis on flowering plants. Lectures emphasize the principles of identification, classification, systematics as well as economic importance of selected families of seed plants. Two hours lecture, two hours laboratory.

**BIO 402 (F)**  
CELL BIOLOGY  
3 credits

Physical properties, chemical structure, and metabolism of simple and specialized cells; recent advances in the techniques of cell culture and investigation. Two hours lecture, two hours laboratory.

**BIO 403 (F 1998)**  
PRINCIPLES OF ECOLOGY  
3 credits

Basic concepts of ecology and a broad introduction to overall biosphere functioning. Major topics include energy flows; nutrient cycles; environmental conditions and their importance; Plants and animals at the individual, population and community level; and the overall functioning and development of the major terrestrial and aquatic ecosystems. Three hours lecture.

**BIO 404 (S 1999)**  
FIELD ECOLOGY  
3 credits

Project laboratory at La Salle Penlllyn Bio-station; supervised student research projects in terrestrial and aquatic ecology. Prerequisite: BIO 403. Six hours laboratory and field work.

**BIO 405 (S)**  
HISTOLOGY  
4 credits

An examination of the minute and ultra structure of mammalian primary tissues together with their functional relationships in the formation of major organ systems; histological basis of function is stressed. Three hours lecture, three hours laboratory.

**BIO 406 (S)**  
DEVELOPMENTAL BIOLOGY  
3 credits

The molecular and genetic analysis of development and differentiation. Some descriptive morphogenesis is considered. Two hours lecture, two hours lab.

**BIO 412 (F)**  
BIOCHEMISTRY  
4 credits

The course demonstrates the principles of basic biochemistry while focusing on the interrelationships between those biochemical pathways which provide energy and those which provide the basic molecular species for synthesis. Topics include bioenergetics, low molecular weight biosynthesis, enzyme function and kinetics, metabolic control. Three hours lecture, three hours laboratory.

**BIO 418 (F, S)**  
MOLECULAR BIOLOGY  
3 credits

A survey course that will examine the basic concepts of molecular biology. Topics include mechanisms and regulation of DNA replication, transcription and translation, recombinant DNA technology, molecular aspects of gene interaction and recombination, cellular transformation, and the molecular biology of the nervous and immune systems. Three hours lecture (taken alone or concurrently with BIO 419). Prerequisite: BIO 412

**BIO 419 (S)**  
MOLECULAR BIOLOGY LABORATORY  
1 credit

This course focuses on exercises that emphasize the basic techniques currently utilized in molecular biology. Students will isolate, clone, and characterize a bac-

terial gene. Laboratory techniques will include gel electrophoresis, restriction endonuclease digestion analysis, nucleic acid purification and identification, genetic recombination, molecular cloning, recombinant selection, and ELISA. Three hours laboratory. Corequisite or prerequisite: BIO 418.

### **BIO 470 (F, S)**

#### **SPECIAL TOPICS IN BIOLOGY**

3 credits

Periodically, a course will be offered that deals in detail with a topic of interest in current biological research. Students may be asked to write library research paper(s) and present a seminar.

### **BIO 480-481 (F, S)**

#### **BIOLOGICAL RESEARCH**

3 credits

For election by qualified students contemplating advanced studies. Intended to provide actual research experience under staff supervision. Permission of Chair required. Hours to be arranged.

## **CENTRAL AND EASTERN EUROPEAN STUDIES MINOR**

Directed by: Leo D. Rudnytsky, Ph.D.,  
Foreign Languages and Literatures  
Department

### **REQUIREMENTS**

#### **Component I**

#### **Foreign Language Competency**

A student may demonstrate this competency and fulfill the requirements through one of the following:

- Fulfillment of the University's two-course sequence in either German or Russian. (This student is required to roster four field courses.)
- Fulfillment of the University's three-course sequence in either German or Russian. (This student is required to roster three field courses.)
- Participation in the German or Russian major programs. (This student is required to roster six field courses.)
- Native fluency in an Eastern European language within the scope of our focus. (This student is required to roster six field courses.)

#### **Component II Field Information**

To complete the minor, a student must select the appropriate number of courses (two of which must be at the 300 or 400 level) from the following list:

- ECN 231, 442
- GER 311-312, 320
- HIS 343, 345, 348, 452
- PHL 305
- POL 240, 322, 341
- RUS 401, 402
- SLA 320
- LIT 150
- Special Topics (as approved by the Director)

## **CHEMISTRY/ BIOCHEMISTRY**

### **FACULTY**

Nancy Jones, Ph.D., Chair

Professors: Cichowicz, Straub

Associate Professors: Jones, Price,  
Shalhoub

Assistant Professor: Hintz

### **FOUNDATION COURSE**

CHM 150

### **REQUIREMENTS**

Required for Major in Chemistry:

- CHM 111-112, 201-202, 212, 301-302, 311, 320, 403, 411
- MTH 120, 221 (It is strongly suggested that chemistry majors begin with Mathematics 120 as freshmen.)
- PHY 105-106

Required for Major in Biochemistry:

- Requirements are identical to those for chemistry major, with the substitution of CHM 412 for CHM 320.

The department suggests that all majors have at least 400 hours of lecture and 500 hours of laboratory work, CSC 152, a second computer-based course, and/or a reading knowledge of a foreign language. Advanced work in chemistry and research experience are recommended. This additional work may qualify a major for accreditation by the American Chemical

Society. The chemistry program is accredited by the American Chemical Society.

A Chemistry Concentration in Environmental Science is available. See page 52 for requirements.

### **COURSE DESCRIPTIONS**

#### **CHM 111-112**

#### **GENERAL CHEMISTRY**

4-8 credits

A general course based on physical principles; emphasis on elementary thermodynamics with applications to gases, solutions, heats of reaction, electrochemistry, ionic and non-ionic equilibria. Concepts of elementary quantum mechanics applied to spectral concepts and the theory of the chemical bond. Reaction kinetics applied to reaction mechanisms. Descriptive chemistry of the representative elements and transition metal complexes. Laboratory examines qualitative and quantitative aspects of chemistry. Three hours lecture, three hours laboratory.

#### **CHM 150 (F, S)**

#### **CONSUMER CHEMISTRY**

3 credits / Foundation

A non-mathematical examination of the development of fact and theory in chemistry and the utilization of chemistry by society. Topics may include energy, pharmaceuticals, environmental effects, food additives, and synthetic materials. No prior knowledge of chemistry required.

#### **CHM 161 (F)**

#### **CHEMISTRY OF THE LIFE SCIENCES**

4 credits

A terminal course for students who wish to obtain a general knowledge of chemistry with emphasis on the processes in the body and in nature. Descriptive and some quantitative principles discussed. Three hours lecture, three hours laboratory.

#### **CHM 201-202**

#### **ORGANIC CHEMISTRY**

4-8 credits

Chemistry of carbon compounds with emphasis on structure, stereochemistry, synthesis and reaction mechanisms. Application in allied fields. Laboratory introduces techniques involved in organic synthesis, analysis, and study of reaction mechanisms. Intended for majors in chemistry, biology, and all students pursuing careers in the health professions. Prerequisites: CHM 111-112. Three

hours lecture, three hours laboratory; two terms.

### CHM 212 (S)

#### QUANTITATIVE ANALYSIS

4 credits

Neutralization, oxidation-reduction, chemical equilibria, colorimetry, and the methods of quantitative chemical analysis. Thorough training in volumetric, gravimetric, and colorimetric techniques. Three hours lecture, three hours laboratory. Prerequisite: CHM 112.

### CHM 301 (F)

#### PHYSICAL CHEMISTRY I

4 credits

Quantum mechanics applied to the solution of elementary systems. Discussion of atomic and molecular structure, chemical bonding, spectroscopy, laser chemistry, and photochemistry. Prerequisites: CHM 111-112, MTH 221. Three hours lecture, three hours laboratory.

### CHM 302 (S)

#### PHYSICAL CHEMISTRY II

4 credits

Elucidation of the principles of thermodynamics and kinetics as applied to gases, liquids, solids, and solutions. Discussion of chemical equilibrium and thermochemistry. Prerequisites: CHM 111-112, MTH 221. Three hours lecture, three hours laboratory.

### CHM 306 (S)

#### QUANTUM CHEMISTRY

3 credits

Chemical applications of group theory and quantum mechanics applied to molecular structure. Discussion of spectroscopic selection rules, symmetry and chemical bonding, and the spectroscopy of transition metal complexes. Prerequisite: CHM 301 or permission of the instructor. Three hours lecture.

### CHM 311 (F)

#### INSTRUMENTAL ANALYSIS

4 credits

Theory and practice of physical measuring instruments with particular attention to modern trends in analytical chemistry. Prerequisite: CHM 212. Corequisite: 301. Three hours lecture, three hours laboratory.

### CHM 320 (S)

#### ORGANIC LABORATORY METHODS

4 credits

A course in current methods of organic synthesis with emphasis on the separation

and identification of reaction products. A one-hour lecture per week devoted to advanced spectral methods as applied to structure determination. One hour lecture, seven hours laboratory per week. Prerequisites: CHM 201-202.

### CHM 403 (F)

#### ADVANCED INORGANIC CHEMISTRY

4 credits

Theoretical aspects of chemical bonding, descriptive chemistry trends relative to the periodic table, molecular structure and symmetry of molecules, and general discussion of the transition metals, their complex ions, and their organometallic chemistry. Prerequisites: CHM 201-202, 301-302. Three hours lecture, three hours laboratory.

### CHM 404 (S)

#### ADVANCED ORGANIC TOPICS

3 credits

Designed to extend the knowledge of organic chemistry; emphasis on those topics not fully developed in the elementary course. An introduction to the literature of chemistry is also included. Prerequisites: CHM 201-202, 301. Three hours of lecture.

### CHM 411 (F)

#### BIOCHEMISTRY I

4 credits

The chemistry of carbohydrates, fats, proteins, vitamins, enzymes, and hormones; emphasis on their roles in biochemical processes. Laboratory work illustrates common techniques used to prepare, identify, and assay biochemical materials. Prerequisites: CHM 201-202, 302. Three hours lecture, three hours laboratory.

### CHM 412 (S)

#### BIOCHEMISTRY II

4 credits

The storage, transmission and expression of genetic information, recombinant DNA methodology, and physiological processes at the molecular level will be explored. Laboratory work will illustrate techniques necessary to acquire information presented in lecture. Prerequisite: CHM 411.

### CHM 450 (F, S, Summer)

#### COOPERATIVE CHEMICAL EDUCATION

3 credits

A cooperative experience between the chemistry department and chemical industry to provide on-the-job training in

fields relating to chemistry and industry. On approval of the Chair only.

### CHM 470 (F, S)

#### SPECIAL TOPICS

3 credits

Courses in "Chemical Dynamics" and "Advanced Organic and Organometallic Chemistry" may be offered as Special Topics.

### CHM 480 and/or 481 (F, S)

#### CHEMICAL RESEARCH

4-8 credits

Individual laboratory or theoretical work under supervision of a staff member. Restricted to chemistry majors. Hours to be arranged.

## COMMUNICATION

### FACULTY

Gerard F. Molyneaux, F.S.C., Ph.D.,  
Chair

Professor: Molyneaux

Associate Professors: Goedkoop,  
Texer, Wine

Assistant Professors: Dainton, Hall,  
Kirk-Elfenbein, Kruse, MacLeod, Smith  
Lecturers: Aisenstein, Barbera, Cataldi,  
Crist, Herring, Kennedy, Lyons, McFadden,  
O'Neill, Seidman, Templeton

### CORE COURSES

Approved courses for Core II:  
COM 202, 204, and 254.

### REQUIREMENTS

Required for Major in  
Communication: 15 courses

COMMUNICATION CORE:  
(6 courses)

- COM 201, 202, 203, 204,  
205, 254.

TRACKS: (5 courses)

- Human Communication  
Track: COM 312, 315, 316,  
311 or 313 or 314, 410.
- Mass Communication Track:  
COM 301, 302 or 303, 304,  
305, 404.
- Public Relations Track: COM  
307, 312, 316, 357, 407.

- Writing Track: At least three from COM 206, 302, 303, 357. The remaining one or two from ENG 303, 307, 318, 409, 410.

ELECTIVES: (3 courses)

- Three Communication electives, at least two of which must be from other Communication tracks.

CAPSTONE COURSE:

- COM 400

## COURSE DESCRIPTIONS

### Communication Core

#### COM 201 (F,S)

INTRODUCTION TO MASS MEDIA

3 credits

Investigation of newspapers, magazines, radio, television, and film as mass media. Influence of the medium on content. Internal and external efforts at regulation.

#### COM 202 (F,S)

INTERPERSONAL COMMUNICATION

3 credits / Core I

This course is designed to develop an awareness of the role of communication in interpersonal interactions in a variety of contexts. Students will explore the basic concepts and theories of the interpersonal communication process and will consider how these might be applied in everyday communication. Topics include perception, roles and rules, nonverbal communication, stages of relationships, the influence of culture, and male and female communication styles.

#### COM 203 (F,S)

AUDIO/VIDEO PRODUCTION: THEORY AND PRACTICE

3 credits

Theory of sound and visual image recording. Planning and production practices in composition of audio and video messages.

#### COM 204 (F,S)

FILM AS ART

3 credits / Core II

Analyses of the development of film as a medium. Consideration of various film genres and styles and of critical approaches to a film. Screening of American and foreign films.

#### COM 205 (F,S)

COMMUNICATION AND RHETORICAL THEORY

3 credits

This course explores communication theories and research methods. Students learn the theoretical underpinnings of Mass Communication, Public Relations, and Human Communication.

#### COM 254 (F,S)

PUBLIC SPEAKING

3 credits / Core II

Students develop skills in effective research, organization, presentation, and analysis of various types of speeches.

## AREAS OF CONCENTRATION

### Human Communication Track

#### COM 311 (F,S)

FAMILY COMMUNICATION

3 credits

Course examines the theory and practice of families, and focuses on healthy and unhealthy patterns of communication. Aside from examination of personal family experiences, course explores skills for promoting satisfying communication.

#### COM 312 (F,S)

PERSUASION, PROPAGANDA, AND THE MEDIA

3 credits

Examines persuasion from the perspective of the humanistic and social science traditions. It explores both theory and practice with the goal of enhancing the student's abilities as consumer and practitioner.

#### COM 313 (F)

BUSINESS AND PROFESSIONAL COMMUNICATION

3 credits

Develops understanding of underlying communication processes in business and professional settings. Communication activities include: employment interviews, oral reports, group discussions, and proposal presentations.

#### COM 314 (F)

SEX ROLES AND COMMUNICATION

3 credits

Focuses on communication between sexes. Examines research on gender and communication in interpersonal, public, and mass media contexts.

#### COM 315 (S)

RHETORICAL CRITICISM

3 credits

Examines the history, methods and practice of rhetorical criticism, surveying critical theories and orientations as well as a variety of speeches and persuasive artifacts. Students will practice and demonstrate their understanding through written essays.

#### COM 316 (S)

ADVANCED COMMUNICATION THEORY AND RESEARCH

3 credits

This course examines advanced communication theories, methods and research. Students learn how to interpret and conduct communication research.

#### COM 410 (F,S)

HUMAN COMMUNICATION SEMINARS

3 credits

Designed to expose students to theories of human communication in specific areas of research. Among topics offered are: organizational communication, family communication, persuasion theory, communication theories and methods, intercultural communication, philosophy of communication, and gender communication.

### Mass Communication Track

#### COM 301 (F,S)

BROADCASTING IN AMERICA

3 credits

A study of the structure of broadcasting in America and of its interaction with society. Prerequisite: COM 201.

#### COM 302 (F,S)

BROADCAST NEWSWRITING

3 credits

Introduction to and application of newswriting for radio and television, including hard news features and documentary formats.

#### COM 303 (F,S)

SCRIPTWRITING

3 credits

Introduction to and application of scriptwriting techniques in formats appropriate for the media of radio, television, and film.

**COM 304 (F, S)**

## RADIO PRODUCTION

3 credits

Introduces students to the fundamental theories and practices of radio production. Topics include: arranging the programming day; scripting news, dramatic and commercial presentations; training of personnel for actual programming. Prerequisite: COM 203.

**COM 305 (F, S)**

## TELEVISION PRODUCTION

3 credits

Introduction to the planning, production, and editing methods of television. Includes pre-production scripting and participation in production of videotaped television shows. Prerequisite: COM 203.

**COM 403 (F, S)**

## FILM SEMINARS

3 credits

In-depth study of film as art and as cultural document. Topics vary and include: American Film Comedy, Films of Alfred Hitchcock, The New York Films: Woody Allen and Martin Scorsese, Film Noir, The Vietnam War Films, and others.

**COM 404 (F, S)**

## MASS COMMUNICATION SEMINARS

3 credits

Communication law, mass communication effects, and broadcast case studies are offered as separate mass communication seminar topics. Junior and Senior students may select one or more of these topics for their seminar course(s).

**Public Relations Track****COM 307 (F, S)**

## PRINCIPLES OF PUBLIC RELATIONS

3 credits

An introduction to the theory and practice of Public Relations. Emphasis on Public Relations tasks and responsibilities, goals and objectives, decision-making, and evaluation.

**COM 312 (F, S)**

## PERSUASION, PROPAGANDA, AND THE MEDIA

3 credits

Examines persuasion from the perspective of the humanistic and social science traditions. It explores both theory and practice with the goal of enhancing the student's abilities as consumer and practitioner.

**COM 316 (S)**

## ADVANCED COMMUNICATION THEORY AND RESEARCH

3 credits

This course examines advanced communication theories, methods and research. Students learn how to interpret and conduct communication research.

**COM 357 (F, S)**

## PUBLIC RELATIONS WRITING

3 credits

How to write for advertising and public relations campaigns. The communication process, campaign strategy, communication research, and creativity are explored. Students prepare a total communication campaign, requiring oral and written presentations.

**COM 407 (F, S)**

## PUBLIC RELATIONS SEMINAR

3 credits

Advanced study of public relations theory and research. Topics include: Public Opinion and Public Relations Research, Public Relations Case Studies, Campaigns, and Management. Prerequisites: Junior standing and above, COM 307, 312, 357.

**Writing Track****COM 206 (F, S)**

## FUNDAMENTALS OF JOURNALISM

3 credits

Reporting and interviewing techniques, newswriting, copy editing and headline writing, the editorial, the feature story, newspaper makeup and design, libel, and the responsibility of the press. Two hours lecture, one hour of field assignment weekly.

**COM 302 (F, S)**

## BROADCAST NEWSWRITING

3 credits

Introduction to and application of newswriting for radio and television, including hard news features and documentary formats.

**COM 303 (F, S)**

## SCRIPTWRITING

3 credits

Introduction to and application of scriptwriting techniques in formats appropriate for the media of radio, television, and film.

**COM 357 (F, S)**

## PUBLIC RELATIONS WRITING

3 credits

How to write copy for print advertising and press releases, with an emphasis on creativity. The marketing process, campaign strategy, and advertising research. Preparation of a total campaign, requiring oral and written presentations in either advertising or public relations.

**Capstone Course****COM 400 (F, S)**

## COMMUNICATION ETHICS

3 credits

Provides students with an overview of ethical standards relevant to social behavior and an in-depth study of contemporary ethical issues facing communicators. Concepts of truth, confidentiality, conflict of interest, social justice and other issues will be studied. Prerequisite: Junior standing and above.

**Other Communication Courses: May be taken as University Free Electives.****COM 450**

## COOPERATIVE EDUCATION

3 credits

Consult with Department Chair. Prerequisite: Junior or Senior standing.

**COM 461 (F, S)**

## INTERNSHIP

3 or 6 credits

Students may intern at advertising, public relations, publishing and broadcasting companies. Working approximately 15 hours a week under professional supervision, they learn how to apply their education to the everyday demands of these positions. Required: Junior or Senior standing, 2.75 grade point average, and recommendation of the Chair.

**COM 462 (F, S)**

## INTERNSHIP

6 credits

Intern will work approximately 25-30 hours per week.

## COMPUTER SCIENCE

(See Mathematics and Computer Science.)

## CRIMINAL JUSTICE

(See Sociology, Social Work, and Criminal Justice.)

## ECONOMICS

### FACULTY

Richard T. Geruson, Ph.D., Chair

Professor: Kane

Associate Professors: Duffy, George, Geruson, Grady, Robison, Mshomba, Paulin

Assistant Professors: Cairo, Ratkus

### FOUNDATION COURSE

ECN 150

### CORE COURSES

Approved courses for Core II: ECN 150, 201, 330, 331, 340. You may choose one or two economics courses to fulfill Core II requirements.

### REQUIREMENTS

Required for Major in Economics: 17 courses

- ECN 150, 201, 213, 214, 221, 222, 441, 481.
- 5 ECN electives
- MTH 115-116 (MTH 113, 120, 240 recommended in preparation for graduate school)
- Two courses in the social sciences (psychology, political science, or sociology)

Required for Dual Major in Economics: 12 courses (this requirement applies whether ECN is listed first or second on a student's record)

- ECN 150, 201, 213, 214, 221, 222, 441, 481
- 2 ECN Electives [for Economics-Business Dual Majors, these presumably are ECN 333 and FIN 303 (acceptable in lieu of ECN 321)]
- MTH 115-116

Required for Minor in Economics: 6 courses in addition to ECN 150 (QNT 213 is acceptable in lieu of ECN 213)

Students may elect up to nine credits in experiential learning courses. For example, a student may take two Internships and one Cooperative Education course, or one Internship and two Cooperative Education courses. For students electing multiple Internships or Cooperative Education courses, each job's description must be different from that of the others.

### COURSE DESCRIPTIONS

#### ECN 150 (F, S)

INTRODUCTORY MACROECONOMICS

3 credits / Foundation/Core II

This course begins with an overview of the methods and content of economics. Focus then turns to the U.S. Macroeconomy. Major issues introduced include gross domestic product, inflation, unemployment, foreign trade.

#### ECN 201 (F, S)

INTRODUCTORY MICROECONOMICS

3 credits / Core II

This course discusses pricing and output determination in competitive and less than competitive markets. Topics include demand, costs of production, market structures, resource allocation, and efficiency. Other topics covered are international trade and finance, and economic growth and development. Prerequisite: ECN 150.

#### ECN 213 (F, S)

ECONOMICS AND BUSINESS

STATISTICS

3 credits

Basic statistical methods used in the analysis of business and economic decision problems. Emphasis on valid applicability of techniques, sound interpretation of statistical results, as well as successful execution of statistical methods. Topics include: descriptive statistics, both graphical and numerical; probability and probability distributions; sampling distributions; statistical estimation and hypothesis testing; and simple regression and correlation. Students will be introduced to a microcomputer statistical software package.

#### ECN 214 (S)

INTRODUCTION TO ECONOMETRICS

3 credits

This course focuses on a statistical technique known as regression analysis. Students will learn how to put together single equation and simultaneous equation regression models that will enable them to explain or predict actual economic and business phenomena. Students will also learn how to access existing public databases and how to utilize statistical software to estimate regression models. Prerequisite: ECN 213 or QNT 213 or permission of the Department Chair.

#### ECN 221 (F)

INTERMEDIATE

MICROECONOMIC THEORY

4 credits

This course examines the inter-relationships among consumers, firms, and industries as these microeconomic units interact to resolve pricing and output questions in various types of product and resource markets. Central topics include the theory of consumer behavior, production theory and related costs of production, profit maximizing principles for firms in various markets, product market structures, resource pricing, general equilibrium analysis, and welfare economics. Prerequisites: ECN 150, 201; MTH 115, 116 or equivalent.

#### ECN 222 (S)

INTERMEDIATE

MACROECONOMIC THEORY

4 credits

This course studies the main descriptive, theoretical, and policy aspects of issues of national economic concern such as unemployment, inflation, and balance of payments equilibrium. The course notes the history of both macroeconomic fluctuations in the U.S. and efforts at utilizing macroeconomic stabilization policies. Prerequisites: ECN 150; MTH 115, 116 or equivalent.

#### ECN 270, 370, 470 (F, S)

SPECIAL TOPICS IN ECONOMICS

3 credits

Topics include: Labor Markets, Employment and Wages; Women in the Economy; European Economic Community. Prerequisite: permission of instructor.

#### ECN 321 (F 1999, F 2001)

MONETARY ECONOMICS

3 credits

A study of the monetary and financial system of the U.S. economy. Emphasis on



the importance of the money supply, the demand for money, and interest rates, along with more recent developments in the study of monetary variables. Instruments of monetary policy discussed and evaluated in the context of contemporary economic theory. The position of the American financial system in the international financial network is also considered. Prerequisites: ECN 150, 201.

### **ECN 330 (S)**

#### **THIRD WORLD POVERTY AND ECONOMIC DEVELOPMENT**

3 credits / Core II

This course describes and documents the poverty besetting the majority of humankind, and analyzes its causes, utilizing economic concepts and theories in conjunction with social, political, cultural, religious, and philosophical factors. Prospects for the future and policies aiming to promote development are also examined. Prerequisite: ECN 150.

### **ECN 331 (F,S)**

#### **INTERNATIONAL ECONOMICS**

3 credits / Core II

An introduction to the theory of international trade. Topics include specialization and the gains from trade, tariffs and protectionist policies, trade imbalances, foreign exchange markets, evolution of international monetary systems, and the role of international institutions. Prerequisites: ECN 150, 201.

### **ECN 333 (F,S)**

#### **ECONOMICS OF INTERNATIONAL BUSINESS**

3 credits

This course examines trade theory and applies the theory to business firms. It introduces the cultural, environmental, and ethical issues facing international businesses and examines the impact of trade policies, foreign exchange, and the balance of payments on businesses' decision making. Prerequisites: ECN 150, 201; MTH 115, 116; junior standing.

### **ECN 340 (S 1999, S 2001)**

#### **AMERICAN ECONOMIC HISTORY**

3 credits / Core II

Describes and analyzes long-term economic growth and development since colonization. Stresses changes in demographic, technological, and institutional factors as they interact with the market system. Applies basic economic concepts and theories of growth to significant historical questions.

### **ECN 351 (F 1998, F 2000)**

#### **ENVIRONMENTAL ECONOMICS**

3 credits

Provides an introduction to the tradeoffs (costs versus benefits) associated with environmental issues. Evaluating tradeoffs requires an examination of the magnitude or current environmental problems and some consideration of how to measure the costs and benefits of regulatory changes. Approximately half the course will be devoted to examining the current regulations, how the regulatory process works, and the economic implications of the regulations. Prerequisite: ECN 150 or permission.

### **ECN 352 (S 1998, S 2000)**

#### **LABOR ECONOMICS**

3 credits

Labor economics refers to the study of labor markets, analyzing the determination of wages, employment, and working conditions. Labor markets have two main functions: to set wages and other terms of employment, and to allocate labor among occupations, jobs and employers. How labor markets carry out these functions and how efficient and fair they are in their operation are two main issues addressed in this course. In addition, the course uses the main theoretical models developed by labor economists to help answer questions of practical and political importance. Prerequisite: ECN 150.

### **ECN 388, 389 (F,S)**

#### **ECONOMICS INTERNSHIP**

3 or 6 credits

Working approximately 10-15 hours per week under professional supervision, students learn experientially the linkages between their formal studies and the demands of particular positions. Under Faculty supervision, students complete informal and formal written assignments and an oral presentation that describe their duties and interpret their intern experience. Prerequisites: ECN 201, at least Sophomore standing, and permission of Department Chair.

### **ECN 432 (S 1998, S 2000)**

#### **COMPARATIVE ECONOMIC SYSTEMS**

3 credits

This course compares and contrasts various market, planned, and mixed economies with respect to (1) the stated goals of each system, (2) the means for achieving those goals, and (3) the evaluative criteria used to judge the success of each system. Economics representative of these various systems will be discussed. Prerequisite: ECN 150.

### **ECN 441 (F)**

#### **HISTORY OF ECONOMIC THOUGHT**

3 credits

The development of economics as a coherent analytical discipline through a detailed historical study of its main schools and contributors, including: the Physiocrats; the Classical Economists (especially Jevons, Walras, and Clark); Marshall; Keynes. Lesser figures treated as time allows. Attention throughout to the changing philosophical and cultural background of economic thought. Prerequisites: ECN 150, 201.

### **ECN 442 (S 1999, S 2001)**

#### **MODERN ECONOMIC THOUGHT**

3 credits

Explores the intersection of economics with social and political philosophy through the writings of leading 20th century American and European economists and social theorists, including Veblen, Keynes, Schumpeter, Mises, Hayek, Friedman, Galbraith, Rawls, and others. Emphasis on the perennial questions that market capitalism and authoritarian centralism compel the thoughtful person to confront, such as private wants vs. public needs; the efficiency-equity tradeoff; economic progress vs. economic security; the impulse of self-interest vs. the need for social cohesion; the drive for expanded personal freedom vs. the perceived need for government regulation. Themes treated will vary from year to year. Extensive readings from original texts. Prerequisites: ECN 150, 201.

### **ECN 453 (F 1999, F 2001)**

#### **APPLIED ECONOMETRIC RESEARCH**

3 credits

This course focuses on the application, rather than theoretical development, of regression analysis. While some time will be spent introducing and reviewing statistical techniques, the majority of the course is devoted to specification, estimation, interpretation, and evaluation of regression models. Additional emphasis is placed on using regression models to forecast. Prerequisites: ECN 150 and 201, ECN 214 or QNT 215, or permission of Department Chair.



**ECN 455 (F 1998, F 2000)****PUBLIC FINANCE**

3 credits

An analysis of the revenue and expenditure activity of government with particular emphasis on the rationale of Federal government activity. Also considered are the issues of distribution, efficiency, equity, and stability in the economy. Prerequisites: ECN 150, 201.

**ECN 481 (F)****SEMINAR IN ECONOMICS**

3 credits

This course is intended to be a capstone course for economics majors, one that aids the student in integrating the material from diverse economic courses. Stressed are techniques for the preparation of written research reports. Students will ordinarily deliver to the seminar an oral presentation of their research results. Prerequisite: Senior standing in economics.

**ECN 485 (F)****SEMINAR IN ECONOMICS AND INTERNATIONAL STUDIES**

3 credits

This capstone course for Economics and International Studies Majors aims to assist students to research, integrate, and communicate information about the global economy. Specifically, students will learn to conduct research on economic problems and policies of countries and regions of the world not native to them. Students will compose a 250-300 word abstract of their seminar papers in two languages, English and a second language. Further, students will be expected to demonstrate at least one of the following competencies: a) to write, in a non-native language, summaries of research in sources written in non-native language; b) to write the seminar paper in a non-native language; or c) to present research results orally in a non-native language. Prerequisite: Senior standing in Economics and International Studies.

**ECN 487, 488 (F, S)****COOPERATIVE EDUCATION**

3 or 6 credits

Full-time paid employment in a cooperating firm such as a bank, economics forecasting company, or public utility; a non-profit company such as a Community Development Corporation; or a government agency such as a county planning department or a statistical analysis office. Under faculty supervision, students also complete job-related learning

assignments that involve oral and written presentations. Prerequisites: ECN 214, 221, Junior or Senior standing, and permission of Department Chair.

**ECONOMICS AND INTERNATIONAL STUDIES**

(Administered by the Chair,  
Economics Department)

Required for Major in Economics and International Studies: 17 courses

- ECN 150, 201, 213, 214, 221, 222, 330, 331, 485
- Three courses in a non-native, modern foreign language (Based on students' backgrounds and interests, they select, in consultation with their advisor, courses that will aid them in attaining the functional proficiencies required for the successful completion of ECN 485): European Language 201-202 or higher; or JPN 101-102 or higher
- MTH 115-116 (MTH 120 may be taken instead, allowing the student another History course within the major)
- One or two courses from the following: HIS 308, 325, 344, 345, 346, 348, 351, 353, 354, 440, 447, 452, 458, 370/470
- Two internationally focused courses in Business, the Humanities, or Social Sciences, as approved by advisor, such as: ART 202, 207, 208, 310, 313, 315, 319  
FIN 403  
MGT 381  
MKT 305  
PHL 206, 305  
POL 120, 221, 240, 322, 341, 344  
REL 240, 340, 341, 342, 344  
SOC 258, 263

**EDUCATION****FACULTY**

Carole Freeman, Ph.D., Chair

Marilyn Lambert and Sharon Schoen,  
Co-Directors of Elementary and Special Education

John Sweeder, Ed.D., Director of  
Secondary Education

Gary Clabaugh, Ed.D., Director of  
Graduate Education

Charles J. Norman, O.S.F.S., Ph.D.,  
Director of Student Field Placements

Professor: Clabaugh

Associate Professors: Bangs, Bednar,  
Feden, Freeman, Lambert, Ryan,  
Schoen, J. Sweeder, Vogel

Assistant Professors: Colhocker, Sentner,  
Yost

Lecturers: Norman, M. Sweeder

**CORE COURSES**

Approved courses for Core II:

EDC 201, 203.

**REQUIREMENTS**

La Salle University offers teacher preparation programs in secondary, elementary, and special education (see below). These programs are approved by the Pennsylvania Department of Education and lead to a B.A. degree and, upon successful completion, recommendation for Instructional I certification in the area(s) pursued by the certification candidate.

Students may declare a major in education in the Freshman year. Because of the nature of the requirements for certification, declaring the major as early as possible is highly recommended.

Application for admission to candidacy for certification is normally made at the end of the Freshman year. The policies and procedures for applying for admission to candidacy and for advancement through the various stages of candidacy are contained in the Department of Education Student Handbook. All education majors are responsible for knowing and adhering to these policies and procedures for candidacy.

Before being accepted into the Professional Semester (secondary education

majors) or the Professional Year (elementary and special education majors) students must be recommended by the Education Department faculty. Recommendations are predicated upon successful completion of all course requirements with the indexes and grades specified in the Student Handbook and on the fitness of the individual for the professional position he or she has selected.

Upon successful completion of the Professional Semester or the Professional Year, a student may apply for Instructional I certification. State certification regulations require that an applicant for a teacher's certificate be known by the preparing institution as a person of good moral character, possessing personal qualities, professional knowledge, and pedagogical competencies which warrant issuance of a teacher's certificate. In addition, all applicants must meet certain physical and medical standards to obtain an Instructional I certificate to teach in the public schools of Pennsylvania.

Any candidate applying for an Instructional I certificate is required by Pennsylvania State Board regulations to pass the appropriate sections of the Praxis Series Tests: Professional Assessments for Beginning Teachers, administered by the Educational Testing Service. The Praxis Series Tests have replaced the former National Teachers Examinations. Information about the Praxis Series Tests is available in the Department of Education office (Olney 254). Other states may also require prospective teachers to take these examinations.

In accordance with the provisions of Act 34 of 1985 of the Commonwealth of Pennsylvania, applicants for an Instructional I certificate in the Commonwealth must also undergo background checks. For residents of the Commonwealth, a check must be conducted by the Pennsylvania State Police. Non-resident applicants will also require a check by the FBI. Any student planning to complete a field experience in a school operated by the Archdiocese of Philadelphia is required to obtain an Act 34 Clearance and to complete a Child Abuse Form. Application forms are available in the Department of Education office (Olney 254). Students are required to show the principal the results of this

background check. For more information about these requirements, see the appropriate program director.

Further information about applying for certification is contained in the Department of Education Student Handbook and the Student Teaching Handbook. All education majors are responsible for knowing and adhering to the policies and procedures for applying for certification.

All education majors are required to complete a variety of pre-student teaching field experiences as part of their course work. Prior to entering any field experience, including student teaching, students are required to submit proof of screening of the tuberculin skin test. This test may be done at the Student Health Center or by the student's personal physician. This screening test is valid for one year and must be repeated as often as necessary.

Every education major is required to join the Pennsylvania State Educational Association and to purchase liability insurance. Application forms are available through the offices of the Program Directors. The cost of both membership and liability insurance is \$17 a year. Membership and liability insurance must be maintained throughout the four years of a student's program.

Students not majoring in education are invited to register for education courses that carry no prerequisites. Students planning to minor in education must see Dr. Carole Freeman, Chair (Olney Hall 254).

#### Requirements for Major in Secondary Education:

- EDC 101, 203, 204, 304, 306, 401, 470
- EDC 218 (required of Comprehensive Social Studies and Earth and Space Science majors)
- Courses designated for associated discipline (See Education Department Student Handbook and area advisors for specific courses.)

La Salle University offers a program of studies that is approved by the Pennsylvania Department of Education and leads to recommendation for Instructional I certification in Comprehensive Social Studies, Communications (Non-Print media), English, Environmental Education, Gen-

eral Science, Earth and Space Sciences, Biology, Chemistry, Mathematics, French, German, Italian, Latin and Spanish. (Foreign language students are certified to teach K-12.) For further information, see Dr. John Sweeder, Director of Secondary Education (Olney Hall 259).

#### Requirements for Major in Elementary and Special Education:

- EDC 101, 201, 203, 204, 217, 218, 301, 302, 304, 306, 343, 344, 474, 475, 476, 477
- ECN 150, ART 270
- HIS 101, 201 or 301
- IMS 160, 161 (see page 39)

La Salle University offers a combined program of studies that is approved by the Pennsylvania Department of Education. Successful completion of the required course of studies leads to recommendation for Instructional I certification as an elementary educator, a teacher of the mentally and/or physically handicapped (K-12), or both. The mentally and/or physically handicapped certificate enables successful graduates to teach individuals with mental retardation, pervasive developmental disorders, serious emotional disturbance, neurological impairment, specific learning disability, and physical disability. The elementary certificate allows graduates to teach non-handicapped students in grades K-6. All elementary and special education majors are required to complete a full year of student teaching. All elementary and special education majors must meet with a department faculty member during each preregistration period throughout the entire four-year program. This process insures that all students are following the prescribed sequence of courses leading to a degree and to certification. For further information, see either Dr. Marilyn Lambert (Olney Hall 257) or Dr. Sharon Schoen (Olney Hall 231), Co-Directors of Elementary and Special Education.

#### Requirements for Religion-Education:

- EDC 101, 203, 204, 304, 306, 401, 470
- Courses designated by the Religion Department.

This program has been designed for those students who wish to teach religion in the secondary school. Because religion is not an accredited subject in any state, no Pennsylvania Instructional certificate can be issued.

Requirements for Master of Arts in Education:

See Dr. Gary Clabaugh, Director of Graduate Education (Administration Building 206).

## COURSE DESCRIPTIONS

### EDC 101 (F, S)

THE ROLE OF THE DEVELOPMENTALLY ORIENTED TEACHER

3 credits

A field-based introduction to the various roles teachers play in American education. Introduces the concept of reflection in teaching. Also highlights current issues in education and the professional rights and responsibilities of teachers. Field experience required (two hours each week). Open to freshmen and sophomores only.

### EDC 201 (F, S)

HUMAN EXCEPTIONALITY

3 credits / Core II

A study of human exceptionality, which is actually a study of being human. Examines methods used to label people, reasons why we label, and effects that labeling may have on a person, all from a multi-disciplinary perspective. Each area of exceptionality is defined and studied in terms of characteristics, causes, prevention, and intervention strategies.

### EDC 203 (F, S)

EDUCATIONAL PSYCHOLOGY I: LEARNING AND DEVELOPMENT

3 credits / Core II

Study of the nature and scope of educational psychology as well as basic principles and terminology that constitute educational research. The student will study basic developmental theory with an emphasis on the cognitive, moral, and social aspects. After identifying the major types and levels of learning, the course will thoroughly explore the topic from both the behavioral and cognitive points of view. Finally, the course will treat the major distinctions and definitions of motivation theory. Throughout, the course will seek to adapt developmental, learning, and motivation theories to instructional settings.

### EDC 204 (F, S)

EDUCATIONAL PSYCHOLOGY II: CURRICULAR AND INSTRUCTIONAL APPLICATIONS

3 credits

Assuming the student's knowledge of human development and learning theory, this course focuses on instructional applications of that theory. Topics: instructional design, research on effective instruction, modes of instruction, the transfer and retention of learning, individual differences, learners with special characteristics, classroom management, educational tests and measurements, and the evaluation of student performance. Field experience required (two hours each week). Prerequisite: EDC 203.

### EDC 217 (F, S)

MATHEMATICS FOR TEACHERS

3 credits

Reflects contemporary non-traditional beliefs about how children learn math and how teachers should engage learners of diverse abilities. Focuses upon the development of underlying concepts, principles, generalizations, and applications through explorations, investigations, critical thinking, and communication. Explores what it means to carry out the process of mathematical thinking, how learners characteristically engage in mathematical activity, and how teachers can promote such activity. Prerequisites: EDC 101, 201, 203.

### EDC 218 (F, S)

GEOGRAPHY FOR TEACHERS

3 credits

Provides educators with the knowledge base necessary to institute, update, and enrich geography curricula in the schools. Surveys the major research traditions of geography, including the earth science tradition, the culture-environment tradition, and the area analysis tradition. Addresses geographical illiteracy. Promotes learning place name geography. Prerequisites: EDC 101, 201, 203, 204.

### EDC 301 (F, S)

GENERAL METHODS AND CLASSROOM MANAGEMENT

3 credits

Emphasizes teaching learners within the framework of a developmentally-oriented, student-centered curriculum. Focuses on strategic instructional planning, teaching and learning styles, presentation skills, questioning techniques, concept development, cooperative learning, and class-

room management/discipline systems. This course has been designated as the writing emphasis course for elementary and special education majors. Field experience required (two hours each week). A major research paper will also be required. For elementary and special education majors only. Prerequisites: junior standing and acceptance into candidacy for certification, or permission of the Chair.

### EDC 302 (F, S)

INSTRUCTIONAL MEDIA AND TECHNOLOGY

3 credits

Focuses on helping prospective teachers incorporate the modern technologies of instruction into their classroom practices. Emphasis on the impact of those technologies on human growth and development, and the ways that teachers can most effectively use them to bring about learning. Includes media design and production, the principles of electronic learning, the use of television in instruction, and various computer applications. Students will be required to purchase approximately \$25.00 in materials. For elementary and special education majors only. Prerequisites: EDC 101, 201, 203, 204.

### EDC 304 (F, S)

DEVELOPMENTAL READING

3 credits

Provides an understanding of the developmental nature of the reading process and its relationship to the other language arts. One section is directed to elementary and special education majors; another section is directed to secondary education majors. Prerequisites: junior standing and acceptance into candidacy for certification, or permission of the Chair.

### EDC 306 (F, S)

FOUNDATIONS OF EDUCATION: DEVELOPING A CRITICAL UNDERSTANDING OF EDUCATIONAL THOUGHT AND PRACTICE

3 credits

Promotes disciplined analysis of the meaning and effects of educational institutions. Provides resources for developing a critical understanding of educational thought and practice. Encourages the development of value positions regarding education and schooling based on critical study. Supplies resources for the development of policy making perspectives and skills. Open to non-majors.

**EDC 343 (F,S)**DEVELOPING AND ADJUSTING  
INSTRUCTION TO MEET THE NEEDS  
OF ELEMENTARY AND SPECIAL NEEDS  
LEARNERS

3 credits

Enables elementary and special education teachers to use a cognitively-oriented developmental perspective in the design of instruction and to adjust instruction to accommodate the wide spectrum of needs commonly found among learners, both handicapped and non-handicapped, in a variety of instructional settings. Field experience required (two hours each week). Students will be required to purchase approximately \$10.00 in materials. Prerequisites: junior standing and acceptance into candidacy for certification, or permission of the Chair.

**EDC 344 (F,S)**ASSESSING THE LEARNING ABILITIES  
AND DISABILITIES OF ELEMENTARY AND  
SPECIAL NEEDS LEARNERS

3 credits

Focuses on multiple intelligence theory as a basis for developing a variety of assessment approaches in designing instruction and in evaluating and monitoring student learning. This theory assists elementary and special education teachers in understanding that students learn differently by recognizing individual differences based on motivation, interest, preferences, and cultural background. By developing rubrics and standards for performance based or authentic assessment, elementary and special education teachers begin to understand teacher decision-making and the link between instruction and assessment. Elementary and special education teachers also gain a thorough knowledge of standardized test scores and what they mean. In addition, interventions based on assessment data are designed and implemented in a clinical experience. Field experience required (two hours each week). Prerequisites: junior standing and acceptance into candidacy for certification, or permission of the Chair.

**EDC 401 (F)**

## THE ART AND SCIENCE OF TEACHING

6 credits

Methods of teaching within the framework of student-centered rather than a teacher-centered environment. Focuses on elements of the educational process characterized by teacher involvement in decision-making; instructional design, instructional methods, instructional materials and resources, educational technology,

methods of evaluation, classroom management, adjusting curriculum and instruction to the needs of special populations. Emphasis placed upon the act of teaching as both art and science. Field experience required (two hours each week). Research paper also required. For secondary education majors only. This course has been designated as the writing emphasis course for secondary education majors. Students will be required to purchase approximately \$50.00 in materials. Prerequisites: junior standing, acceptance into candidacy or permission of the Chair, and EDC 101, 203, 204, 304, and 306.

**EDC 470 (S)**THE PRACTICE AND PROFESSION  
OF TEACHING

12 credits

Provides the secondary education major with full-time student teaching experience in a selected middle, junior or senior high school. Under the direction of a certified cooperating teacher and a university supervisor, the student teaches for fourteen weeks on a five-day-a-week, full-day schedule. The student teaching experience is supplemented by regularly scheduled tutorials held both on campus and at the placement site as well as a series of seminars on selected professional issues. The student must comply with all candidacy procedures. Prerequisites: senior status, acceptance into candidacy, and EDC 101, 203, 204, 304, 306, and 401.

**EDC 474 (F,S)**THE PROFESSIONAL YEAR –  
STUDENT TEACHING IN  
ELEMENTARY EDUCATION

12 credits

For one semester of the Professional Year, the elementary and special education major is engaged in student teaching in elementary education classrooms under the guidance of experienced teachers and a University supervisor. This experience takes place in either a public or private school in Philadelphia or the surrounding suburbs. Prerequisites: acceptance into candidacy, completion of all required courses in accordance with the criteria outlined in the Department of Education Student Handbook; approval of the department faculty.

**EDC 475 (F,S)**THE PROFESSIONAL YEAR – TEACHING  
AND RESEARCH METHODS I

3 credits

The focus for this seminar is on the teaching skill areas of interpersonal communi-

cation, adaptation/accommodation of instruction, classroom management and assessment/evaluation of the teaching/learning process. Problem-solving and educational decision making are used to examine current trends in educational research, as they apply to the integration of specific subject areas in the elementary curriculum and to specific issues which arise from the practicum experience (EDC 474) that is taken concurrently. Emphasis is placed upon helping the student make the transition from theory to practice. This seminar is open only to seniors who have been accepted into Stage II of Candidacy for certification.

**EDC 476 (F,S)**THE PROFESSIONAL YEAR – STUDENT  
TEACHING IN SPECIAL EDUCATION

12 credits

Elementary and special education majors engage in student teaching in special education classrooms servicing mildly, moderately, or severely mentally and/or physically handicapped children. Student teachers are supervised by University faculty and experienced teachers in private or public schools located in Philadelphia or surrounding suburbs. Prerequisites: acceptance into candidacy, completion of all required courses in accordance with the criteria outlined in the Department of Education Student Handbook; approval of the faculty.

**EDC 477 (F,S)**THE PROFESSIONAL YEAR – TEACHING  
AND RESEARCH METHODS II

3 credits

Teaching and Research Methods II is a course designed to continue the development and facilitation of the preservice teacher's core of knowledge and skills essential for beginning teachers. Specifically, this course focuses on planning and managing student behavior, employing ethical practices, developing a professional philosophy of management, utilizing assessment and evaluation techniques related to the implementation of management strategies, and enhancing productive communication. Beyond these instructional pursuits, sessions/workshops on interpersonal communication, multicultural issues, community resources, health issues, career planning and/or legal issues are inserted to meet state standards as well as programmatic and personal needs.

The following two courses are offered by the Institute for the Advancement of Mathematics and Science Teaching (IAMST), a collaborative effort of several La Salle departments to improve mathematics and science education.

### IMS 160 (F)

EXPLORATIONS IN SCIENCE  
AND MATHEMATICS I

4 credits

An interdisciplinary introduction to fundamental concepts in science and mathematics. Students work in a supportive, collaborative environment to investigate scientific phenomena directly, to build skills in experimental design, data collection, and data analysis, and to develop confidence in their mathematical and scientific abilities. Topics include measurement, graphing, statistical analysis, experimental design, atomic model and states of matter, and motion. Intended primarily for Elementary and Special Education majors.

### IMS 161 (S)

EXPLORATIONS IN SCIENCE  
AND MATHEMATICS II

4 credits

A continuation of IMS 160 emphasizing application of skills through exploration of additional content. The collaborative classroom environment established in IMS 160 continues in this course. Topics include electricity and magnetism, acids and bases, human biology, and ecosystems. Intended primarily for Elementary and Special Education majors. Prerequisite: IMS 160.

## ENGLISH

### FACULTY

Patricia B. Haberstroh, Ph.D., Chair  
Maribel Molyneaux, Ph.D., Assitant Chair

Professors: Burke, Butler, Haberstroh, Harty, Millard, Seydow, Soven

Associate Professors: Fagan, Kling, Merians, Mollenhauer, Smith

Assistant Professors: Allen, Cronin, Lehr, Molyneaux, Torrey

Lecturers: Betz, Craig, Grande, Robert, Trachtenberg

Director, Sheekey Writing Center: Robertson

Writer-in-Residence: Cronin

Professors Emeriti: Fallon, Keenan, Koch

## FOUNDATION COURSES

Writing  
ENG 107, 108  
Literature  
ENG 150

## CORE COURSES

Approved sequences for Core I:  
First course: ENG 160 or 166. Second course: ENG 201, 202, or 203. Third course: Any 300- or 400-level literature (i.e., not writing, linguistics, or literary theory) course, except ENG 480.

Approved courses for Core II:  
ENG 160, 166, 201, 202, 203.

## REQUIREMENTS

Required for Major in English:  
15 courses; Dual Majors: 10 courses.

English majors may choose one of several "majors within the major": (1) Liberal Arts; (2) English-Education; (3) Writing; (4) Dual Majors, e.g., English-Accounting, English-Biology, English-Psychology. English majors may intern at advertising, public relations, publishing, and newspaper positions. See course description under ENG 461 for requirements.

The usual requirements for each program are as follows: (Exceptions require the approval of the Chair or Assistant Chair.)

- Liberal Arts: ENG 180; 413; 424; 480; two genre courses (choices include 201, 202, 203); two American literature courses (choices include 341, 342, 343); four period courses (choices include 422, 423, 427, 428, 429, 430, 432); one course in culturally diverse literature (choices include 335, 355, 371, and 370 if approved by Chair); two English electives (not to include 107, 108, 150, or more than one 160-level course).
- English-Education (this curriculum is under review; please check with the Chairs of English or Education for requirements): ENG 180; 201; 202; 203; 300; 304; 315; 424; either 352 or COM 254; one advanced writing class (choices include 207, 307, 318, 408, COM 206); two American lit-

erature courses (choices include 341, 342, 343); three British literature period courses (choices include 422, 423, 427, 428, 429, 430, 432); one course in culturally diverse literature (choices include 335, 355, 371, and 370 if approved by Chair); EDC 101, 203, 204, 304, 306, 401 (six credits), 470 (twelve credits).

- Writing (this curriculum is under review): ENG 180; 318; 424; one genre course (choices include 201, 202, 203); 318; one linguistics course (choices include 302, 304); one contemporary course (choices include 311, 312, 313, 355); two American literature courses (choices include 341, 342, 343); four period courses (choices include 422, 423, 427, 428, 429, 430, 432); four writing courses (choices include 207, 303, 305, 306, 307, 408, 409, 410, 461, 462, ENG/HON 360, COM 206, COM 302, COM 303, COM 306); two English electives (not to include 107, 108, 150, or more than one 160-level course).
- Dual Major: Individual program to be worked out in consultation with Chair or Assistant Chair.

## COURSE DESCRIPTIONS

### ENG 107 (F, S)

COLLEGE WRITING I

3 credits / Foundation

Instruction in the writing process, in invention, and in necessary grammatical and organizational skills. Emphasis on writing from personal experience.

### ENG 108 (F, S)

COLLEGE WRITING II

3 credits / Foundation

Instruction in planning and executing writing assignments common to all disciplines. Emphasis on essays about readings and on the library paper. Prerequisite: ENG 107 or waiver of it.

**ENG 150 (F,S)**

## THE LITERARY EXPERIENCE

3 credits / Foundation

Reading, analysis, and discussion of the three prominent forms of literary expression – drama, poetry, and prose fiction – with attention to the cultural context of works written from the ancient world to the present. Short critical papers, some requiring use of secondary sources.

**ENG 160 (F,S)**

## LITERATURE AND THE SEXES

3 credits / Core I, II

Examines literature as a reflection of the different ways women and men are shaped by their society and of the ways they have related to each other in the private and public spheres. Short critical papers.

**ENG 166 (F,S)**AMERICAN DREAMS AND  
AMERICAN NIGHTMARES

3 credits / Core I, II

A study of the literary expression of the pioneer “dreams” of progress and freedom, and the “nightmares” they became in the face of war, poverty, discrimination, and industrial and technological revolutions. Readings include fiction, poetry, and drama. Short critical papers.

**ENG 180 (F,S)**

## INTRODUCTION TO LITERARY STUDY

3 credits

Required of all English majors, this introductory course acquaints students with fundamental principles and practices of studying literature, with a general overview of literary periods and genres and theories, and with library and database resources essential for this discipline.

**ENG 201 (F,S)**

## POETRY

3 credits / Core I, II

A study of the uses of language in English poetry—meter, metaphor, symbol, and other linguistic features. Attention to subgenre, history, canonicity, and non-canonicity.

**ENG 202 (F,S)**

## DRAMA

3 credits / Core I, II

A study of the development of the dramatic arts of comedy and tragedy from the ritual drama of Greece to the realism, naturalism, and absurdism of the 20th Century. Attention to subgenre, history, canonicity, and non-canonicity.

**ENG 203 (F,S)**

## FICTION

3 credits / Core I, II

Reading, analysis, and discussion of prose fiction. Attention to subgenre, history, canonicity, and non-canonicity.

**ENG 207 (F,S)**

## CREATIVE WRITING I: FICTION

3 credits

Introduction to the writing of fiction.

**ENG 243 (F)**RELIGION IN  
LITERATURE

3 credits / Core I

A study of religion and religious themes in literature. Attention will be paid both to literary critical concern and to religious analysis of the readings. Identical with REL 243

**ENG 300 (S)**UNDERSTANDING THE  
WRITING PROCESS

3 credits

Students examine their own writing process in the light of discussion of readings on topics such as: how writing connects with thinking; how proficient writers discover ideas, plan messages, and revise them; how the writing process changes in the world of work; how to supervise or instruct others in writing.

**ENG 301 (S)**

## HISTORY OF THE ENGLISH LANGUAGE

3 credits

Development of modern English from Old and Middle English; dialects and dialect geography.

**ENG 302 (S)**

## LANGUAGE AND PREJUDICE

3 credits

A study of how language affects the way we view ourselves and others in our culture. Case studies of language in relation to sexism, racism, and politics, supplemented by introductory concepts of language systems and stylistic analysis.

**ENG 303 (F,S)**

## WRITING FOR BUSINESS

3 credits

Provides instruction in planning and executing effective business writing. Students learn to write the documents required of them as professionals: letters, resumes, memos, proposals, abstracts, and reports. Prerequisites: ENG 108, junior or senior status.

**ENG 304 (F)**

## THE GRAMMARS OF ENGLISH

3 credits

History of the English language and introduction to modern linguistic systems (traditional, structural, transformational) as applicable to selected secondary school grammar texts.

**ENG 305 (F,S)**CREATIVE WRITING II: INTERMEDIATE  
FICTION WORKSHOP

3 credits

Workshop format in the writing of fiction. Prerequisites: ENG 207 and permission of the instructor.

**ENG 306 (F,S)**CREATIVE WRITING III: ADVANCED  
FICTION WORKSHOP

3 credits

Workshop format in the writing of fiction. Prerequisites: ENG 207, ENG 305 and permission of the instructor.

**ENG 307**

## PLAYWRITING

3 credits

Study of the art of playwriting from the traditional and contemporary point of view. Guided writing of a one-act play.

**ENG 311 (S)**CONTEMPORARY BRITISH AND  
AMERICAN NOVEL

3 credits / Core I

Selected major novelists of the 20th Century in England and America. Structure and trends.

**ENG 312 (F)**

## READINGS IN MODERN DRAMA

3 credits / Core I

Selected plays of the modern theatre from Ibsen to Ionesco and other contemporary dramatists.

**ENG 313 (F)**

## CONTEMPORARY POETRY

3 credits / Core I

An examination of representative 20th century poetic practice in English.

**ENG 315 (F)**

## YOUNG ADULT LITERATURE

3 credits / Core I

Aimed at preparing prospective and actual teachers, librarians, and parents to understand and to direct the reading of young adults. Attention will be paid to the reading and discussion of contemporary young adult fiction representing a variety of themes and genres. Other top-



ics include adolescent psychology, the history and development of young adult literature, current trends in young adult literature, and the young adult in film and other mass media.

### ENG 318 (F,S)

#### ADVANCED COMPOSITION

3 credits

A course in writing and rewriting skills designed to show students how to write more effectively for different purposes and to different audiences: essays, articles, and reviews. Students should already demonstrate basic writing proficiency. Attention will be paid to a writer's methods and resources.

### ENG 335 (F)

#### WOMEN WRITERS

3 credits / Core I

This course examines women's literary tradition by surveying works of women writers from several historical periods.

### ENG 345 (341) (F)

#### STUDIES IN AMERICAN LITERATURE TO 1900

3 credits / Core I

Topics will vary, but the course will provide a thorough study of American literature from the beginnings to the rise of realism and naturalism at the end of the Nineteenth Century, including such figures as Poe, Hawthorne, Melville, Thoreau, Whitman, Twain, Dickinson, James, Chopin, Crane, and Dreiser.

### ENG 346 (342) (S)

#### STUDIES IN AMERICAN LITERATURE: 1900-1950

3 credits / Core I

Topics will vary, but the course will provide a thorough study of American literature from the beginning of the Twentieth Century to about the end of World War II, including such figures as Hemingway, O'Neill, Fitzgerald, Faulkner, Frost, Steinbeck, Porter, and O'Connor.

### ENG 347 (343) (F,S)

#### STUDIES IN AMERICAN LITERATURE: SINCE 1950

3 credits / Core I

Topics will vary, but students will be introduced to major post-1950 American writers, as well as to those now emerging as promising figures. Novel, short story, poem, essay, non-fictional narrative.

### ENG 350-351 (S)

#### DRAMA WORKSHOP

3 credits

Theory and practice in the arts of acting and directing for the theatre; brief historical perspectives and graduated individual and/or group work on speeches and scenes; specific assignments and projects designed to meet the needs of the beginning or advanced student. May be repeated for credit.

### ENG 352

#### ORAL INTERPRETATION OF PROSE AND POETRY

3 credits

Theory and practice in the training of the speaking voice for the demands of reading aloud; graduated work in the preparation, interpretation, and public performance of literary and dramatic works.

### ENG 354

#### PUBLIC SPEAKING

(This course is now offered as Communication 254.)

### ENG 355 (S)

#### THEATRE NOW

3 credits / Core I

Study of contemporary developments in American, British, and world drama, including works performed on and off Broadway and in London's West End and Fringe. Special attention to third world, minority, and women dramatists.

### ENG 360 (F)

#### WRITING INSTRUCTION: THEORY AND PRACTICE

3 credits

The study of peer tutoring strategies and the rhetoric of academic prose.

### ENG 371 (S)

#### OTHER VOICES, OTHER CULTURES

3 credits / Core I

Readings in selected works from Africa, Asia, Europe, and the Pacific Rim, emphasizing literature as a reflection of its cultural background. Designed with the non-major in mind.

### ENG 408 (F)

#### PROFESSIONAL WRITING

3 credits

A course in professional writing aimed primarily at audiences outside the organization. Directed practice in writing promotional literature: public relations materials, sales literature, pamphlets, brochures, and annual reports. Students should already demonstrate basic writing proficiency.

### ENG 409 (S)

#### TECHNICAL AND SCIENTIFIC WRITING

3 credits

Directed practice in writing popular technical and scientific articles, technical reports and proposals, abstracts, and in using technical reference materials. Students should already demonstrate basic writing proficiency.

### ENG 410

#### EDITING AND PUBLISHING

3 credits

Workshop approach to provide students with experience in judging manuscripts, editing copy, proofreading, typographical design, and production. Introduction to desktop publishing. Some field trips to printing and graphic arts centers. Guest lectures by practicing professionals.

### ENG 413 (F)

#### LITERARY CRITICISM

3 credits

Readings and discussion of major critical texts in their historical setting, emphasizing the critical theories of the last several decades.

### ENG 422 (S 1998)

#### STUDIES IN MEDIEVAL LITERATURE

3 credits / Core I

Topics will vary, but the course will provide a thorough study of poetry, drama, romance, and allegory, roughly from 500 to 1500.

### ENG 423 (F 1997)

#### STUDIES IN RENAISSANCE LITERATURE

3 credits / Core I

Topics will vary, but the course will provide a thorough study of British literature from the late fifteenth century to 1660.

### ENG 424 (F,S)

#### SHAKESPEARE

3 credits / Core I

Intensive study of selected poems and plays, including tragedies, comedies, and chronicles, exploring the dramatic, literary, and historical dimensions of his art.

### ENG 427

#### STUDIES IN RESTORATION AND 18TH CENTURY LITERATURE

3 credits / Core I

Topics will vary, but the course will provide a thorough study of British literature from 1660 to about 1790.



**ENG 428**

STUDIES IN BRITISH NOVEL TO 1900

3 credits / Core I

Topics will vary, but the course will provide a thorough study of the British novel from its beginnings to 1900.

**ENG 429**

STUDIES IN ROMANTIC LITERATURE

3 credits / Core I

Topics will vary, but the course will provide a thorough study of British literature from about 1790 to the 1830s.

**ENG 430**

STUDIES IN VICTORIAN LITERATURE

3 credits / Core I

Topics will vary, but the course will provide a thorough study of British literature from the 1830s to about 1900.

**ENG 432 (S 1997)**STUDIES IN 20TH CENTURY  
BRITISH LITERATURE

3 credits / Core I

Topics will vary, but the course will provide a thorough study of British literature from 1900 to the present.

**ENG 435**

WOMEN, LITERATURE, AND CULTURE

3 credits

A study of feminist literary theory and an application of feminist literary criticism to a major writer, coterie, movement, or era.

**ENG 461-462 (F, S)**

INTERNSHIP

3-6 credits

Students may intern at advertising, public relations, publishing and broadcasting companies. Working under professional supervision approximately 12 hours a week (3 credits) or 25 hours a week (6 credits), they learn how to apply their education to the everyday demands of these professions. Required: junior or senior standing, 2.75 grade point average, and recommendation of the internship coordinator.

**ENG 480 (F, S)**

SENIOR SEMINAR

3 credits

A capstone course, focusing on a particular author or group of related authors, in which students will do advanced work and complete a substantial seminar paper. Subject matter varies from semester to semester.

**ENVIRONMENTAL  
STUDIES MINOR**

Directed by: H. A. Bart, Ph.D., Geology  
Department

**REQUIREMENTS**

For Non-Science Majors:

A total of 6 courses are required, two of which must be from the 300 or 400 level.

- Required: BIO 154, CHM 150, GEO 155
- Optional Courses: At least two from ECN 351, POL 341, SOC 258, or RMI 370\*, and no more than one additional course from PHL 206, POL 370\*, PSY 225, or SOC 257.

For Biology Majors:

A total of 6 courses are required, two from the 200 level, and two from the 300 or 400 level.

- Required: GEO 155
- Optional Courses: At least three from ECN 351, GEO 270\*, POL 341, RMI 370\*, or SOC 258, and one or two courses from PHL 206, POL 370\*, PSY 225, or SOC 257.

For Chemistry and Physics Majors:

A total of 6 courses are required, two from the 200 level, and two from the 300 or 400 level.

- Required: GEO 155
- Optional Courses: At least three from ECN 351, GEO 270\*, POL 341, RMI 370\*, or SOC 258, and one or two courses from BIO 154, PHL 206, POL 370\*, PSY 225, or SOC 257.

For Geology Majors:

A total of 6 courses are required, two from the 200 level, and two from the 300 or 400 level.

- Required: BIO 403
- Optional Courses: At least three from ECN 351, GEO 270\*, POL 341, RMI 370\*, or SOC 258, and one or two courses from PHL 206, POL 370\*, PSY 225, or SOC 257.

\* Special Topics courses

**ENVIRONMENTAL  
SCIENCE**

(See Geology, Environmental Science,  
and Physics.)

**FINE ARTS****FACULTY**

Charles White, Ph.D., Chair

Professor: Diehl

Associate Professor: White

Assistant Professor: Lang

**Art****CORE COURSES**

Approved sequence for Core I:

- Art 101
- Any 200 level course in the Art History section.
- Any 300 level course in the Art History section.

Studio courses are not available in the Core I sequence.

Approved courses for Core II:

- Art 101
- Any 200 or 300 level course in the Art History section.

Studio courses are not available in Core II.

**REQUIREMENTS**

Required for Major in Art History:  
12 courses

- ART 101, 201-202, 311, 312, 313, 315, 319, 470
- Any two studio courses. (Additional studio courses available at Chestnut Hill College.)
- One art history elective

Students are advised to elect related courses in other disciplines that will be meaningful in enriching their concentration in art history. It is recommended that art history majors take at least two years of either German or French, especially if they intend to pursue graduate study. The art history major is to consider ART 201-202 as prerequisite for other art history courses.

## COURSE DESCRIPTIONS

### ART 101 (F,S)

#### INTRODUCTION TO THE VISUAL ARTS

3 credits / Core I, II

An introduction to painting, sculpture, and architecture, with emphasis on major materials and techniques, styles and traditions.

### ART 201-202 (F,S)

#### HISTORY OF ART I & II

3-6 credits / Core I, II

A chronological survey of architecture, painting, sculpture, and minor arts from major cultures, especially in the West. Emphasis is on identification and comprehension of styles, monuments, and traditions. Art 201 covers pre-historic art to ca. 1400; Art 202 covers the Renaissance to the 20th century.

### ART 206

#### PAINTING FROM DAVID TO VAN GOGH

3 credits / Core I, II

Painting's evolution, content, and style, from ca. 1780 to the turn of the 20th century. Emphasis is on major schools and artists, including Romanticism, Realism, Impressionism, and Post-Impressionism.

### ART 207

#### ASIAN ART (SUB-CONTINENT)

3 credits / Core I, II

Explores the evolution of the visual arts in India, Sri Lanka and Southeast Asia from early history to modern times. Navigating the course of art and culture along the historic Spice Route as Indian merchants, monks, and artisans followed the lure of precious metals and spices to exotic Southeast Asia.

### ART 208

#### THE ARTISTIC GLORY OF

#### CHINA AND JAPAN

3 credits / Core I, II

A study of the visual splendor of Chinese art and culture from the Early Bronze Age to the Cultural Revolution of the 20th century. An examination of the golden ages of visual arts and dynamic creativity that brought Japan to high international status in the 20th century.

### ART 209

#### AMERICAN ART

3 credits / Core I, II

Painting, sculpture, architecture, and minor arts in the United States from colonial times to the present, with particular emphasis on art and artists from the Philadelphia area.

### ART 277

#### HISTORY OF GRAPHIC ART

3 credits / Core I, II

A chronology of graphic art from its inception in the 15th century to the present. Emphasis will be on the development of printmaking techniques and the social functions that make graphics unique among the visual arts.

### ART 309

#### ROME - THE POLITICS OF ART

3 credits / Core I, II

Republican and Imperial Roman use of painting, sculpture, and architecture as instruments of power which carried multiple meanings. The dissemination of this approach and associated styles in other periods demonstrates the effectiveness and longevity of such an approach.

### ART 310

#### PARIS - ART AND RELIGION

3 credits / Core I, II

French art from the fall of Rome to the early 20th century, emphasizing the building and decoration of cathedrals and palaces as well as the painting of panels and illumination of manuscripts.

### ART 311

#### ANCIENT ART

3 credits / Core I, II

Study of selected early civilizations to the 4th century A.D. and the Early Christian era, emphasizing Greek, Roman, and other Mediterranean cultures.

### ART 312

#### MEDIEVAL ART

3 credits / Core I, II

The development of the visual arts from the late Roman period to the late Gothic of the 15th century. Special emphasis is on the establishment of Christian iconography and the evolution of church types.

### ART 313

#### THE RENAISSANCE IN ITALY

3 credits / Core I, II

A study of Renaissance civilization concentrating on the architecture, painting, and sculpture of Italy from 1200 to 1570. Emphasis will be on such masters as Donatello, Michelangelo, Raphael, Leonardo da Vinci, and Titian.

### ART 315 (F)

#### BAROQUE AND ROCOCO ART

3 credits / Core I, II

Styles, trends, and major forces in the visual arts of Western Europe during the 17th and 18th centuries, with special focus on the works of Bernini, Rubens, and Rembrandt.

### ART 319

#### TWENTIETH CENTURY ART

3 credits / Core I, II

The development of modern painting, sculpture, and architecture from Post-Impressionism through such movements as Cubism, Surrealism, and Abstract Expressionism. Special emphasis is on major figures including Matisse and Picasso.

### ART 470

#### RESEARCH TOPICS IN ART HISTORY

3 credits

Analysis and application of methods used in art criticism and research, with emphasis on writing. Subjects of study will vary. Required for art history major but open to qualified advanced general students, with permission of instructor.

## STUDIO COURSES:

### ART 250-251 (F,S)

#### OIL PAINTING

3-6 credits

Introduction to basic techniques of painting, drawing, and perspective. Preparation of canvas and media. Exercises in indoor and outdoor painting.

### ART 252-253 (F,S)

#### PRINT MAKING

3-6 credits

Introduction to basic print processes. Relief, intaglio, collograph printing, followed by mixed-media projects. Experimentation encouraged.

## Music

## CORE COURSES

Approved sequence for Core I (Music History):

- Music 101
- Any 200 level course in the Music History section.
- Any 300 level course in the Music History section.

Approved sequence for Core I  
(Theory and Composition):

- Music 105
- Any 200 level course in the Music Theory and Composition section.
- Any 300 level course in the Music Theory and Composition section.

Approved courses for Core II:

- Music 101
- Any 200 or 300 level course in the Music History section.

## REQUIREMENTS

Required for Major in Music:  
12 courses

- In Music History: Six courses from the Music History section.
- In Theory and Composition: MUS 105, 106, 214-215, 225, 301.

Students are advised to elect related courses in other disciplines that will be meaningful in enriching their concentration in music. Those anticipating graduate work in musicology are also advised to elect courses in German, French, Italian, Latin and Greek as preparation for advanced studies.

The music major is expected to demonstrate a basic keyboard facility. It is desirable that such facility be achieved before entering the program or acquired through private study in the early stages of the program. Further, the music major is to adhere to the following establishment of prerequisites: MUS 105 and 106 as prerequisite for other courses in theory and composition. Students who feel qualified to take a placement examination in MUS 105 and 106 may arrange to do so. Any required theory courses not given at La Salle are taken at Chestnut Hill College.

## COURSE DESCRIPTIONS

### Music History

For the general student, courses in music history do not carry prerequisites; however, the nature of their content will vary in degree of sophistication.

#### MUS 101 (F,S)

THE ART OF LISTENING

3 credits / Core I, II

An exploration of the ways and means of musical composition as a denominator for experiencing music from different time periods and cultures. Popular and classical music, American and European, old and new.

#### MUS 110

JAZZ

3 credits / Core I, II

The evolution of jazz as a style and form, including Dixieland, Ragtime, Swing, Boogie, Bop, Cool, Funky and recent jazz-rock innovations.

#### MUS 115

ANATOMY OF THE OPERA

3 credits / Core I, II

Concentrated study of selected works representing the stylistic and historical development of the opera. Orpheus, Marriage of Figaro, Carmen, Otello, Porgy and Bess.

#### MUS 203

AMERICA'S MUSIC

3 credits / Core I, II

From Plymouth Rock to Woodstock - the cultivated and vernacular traditions in American music. New England psalmody, the Yankee tunesmiths, the camp meetings, minstrelsy, the rise of musical culture in the 19th century, the popular and classical music of the 20th century.

#### MUS 204

MASTER COMPOSERS: THE CLASSICISTS AND THE ROMANTICISTS

3 credits / Core I, II

The Classical style of Haydn, Mozart, and Beethoven. The Romantic Movement in Germany, France, and Italy. Major works, principal forms, evolving concepts.

#### MUS 211 (F)

EIGHTEENTH CENTURY CLASSICAL MUSIC

3 credits / Core I, II

The development of the classical style in Western European music from the age of the rococo to the time of Beethoven, with special emphasis upon the contributions of Haydn and Mozart.

#### MUS 212 (S)

NINETEENTH CENTURY ROMANTIC MUSIC

3 credits / Core I, II

A study of 19th-century developments in music. The symphonic poem, art-song, and music-drama. Expansion of instrumental technique; development of orchestral and chamber music forms; growth of nationalism.

#### MUS 213 (S)

TWENTIETH CENTURY MUSICAL REVOLUTIONS

3 credits / Core I, II

The emergence of new developments in musical composition in the 20th century. Examination of techniques and styles from impressionism to electronic music.

#### MUS 300

TOPICS IN THE HISTORY OF MUSIC

3 credits / Core I, II

Subject matter will vary from semester to semester. Open to the general student and to the music major. May be repeated for credit.

#### MUS 304

MASTER COMPOSERS: THE IMPRESSIONISTS AND THE MODERNS

3 credits / Core I, II

The cross-pollination of poetry, art, and music leading to the impressionistic style of Claude Debussy. The spirit of artistic revolutions in the 20th century that produced the major changes in music in our own time.

#### MUS 305

THE SYMPHONY

3 credits / Core I, II

An examination of the development of one of the musical world's most widely cultivated forms. The growth of the orchestra and orchestral instruments from simple ensembles of the eighteenth century to the mammoth post-romantic orchestra of the late nineteenth and early twentieth centuries. The emergence of the conductor. Masterworks of principal European and American composers.

#### MUS 310

MINIATURES IN JAZZ AND THE CLASSICS

3 credits / Core I, II

An exploration of the chamber music medium in both popular and classical styles. Improvisational and non-improvisational approaches. The different social backgrounds of the two principal areas. The likenesses and the differences of the musical end-results.

**MUS 311 (F)****EARLY MUSIC**

3 credits / Core I,II

The evolution of sacred and secular music from the early Christian church to the time of Bach. The great periods of vocal music, the creation of new forms, and the development of dramatic and instrumental music.

## Theory and Composition

For the general student, courses in theory and composition do not carry prerequisites; however, the general student who has not had MUS 105 and 106 is advised to use discretion in the selection of other theory and composition courses.

**MUS 105 (F)****FUNDAMENTALS OF MUSIC THEORY**

3 credits / Core I

Introduction to the basic theoretical concepts of music: staff notation, calligraphy, scales, key signatures, intervals, chords, rhythm. Elementary ear training stressing the ability to take melodic and rhythmic dictation and to sing a simple melody at sight. No prior knowledge of music necessary.

**MUS 106 (S)****THEORY IN PRACTICE**

3 credits

Creative implementation of the theoretical foundations and principles of musical structures. Prerequisite: ability to read music or permission of instructor.

**MUS 214-215 (F,S)****HARMONY**

3-6 credits / Core I

Fall: Basic elements of harmony as found in tonal music: chord succession, voice leading, non-harmonic tones, figured bass. Spring: Stylistic analysis of representative works from the baroque through the romantic period, concentrating on the evolution of harmonic language. Creative work in imitation of each style studied. Open to the general student with permission of instructor.

**MUS 218****ELECTRONIC MUSIC I**

3 credits / Core I

An introduction to the development and application of electronic music from Pierre Schaeffer to Philip Glass. Analog and FM Digital synthesis will be studied.

**MUS 225 (F)****ORCHESTRATION**

3 credits / Core I

A study of the properties, capacities, and functions of orchestral instruments and voices. Analysis of scores and practices of orchestration.

**MUS 301 (S)****COUNTERPOINT**

3 credits / Core I

Principles and techniques of linear writing. Introduction to canon and fugue. Exercises in construction on progressive levels. Open to the general student with permission of instructor.

**MUS 316****TOPICS IN THE THEORY OF MUSIC**

3 credits / Core I

Subject matter will vary from semester to semester. Open to the general student and to the music major. May be repeated for credit.

**MUS 320****ELECTRONIC MUSIC II**

3 credits

Multi-media processing. Designing, drawing, and digitizing images with Macintosh tools and techniques. Sound and image processing to create multi-media projects on video tape. Prerequisite: MUS 218 or permission of instructor.

## Applied Music

**MUS 151****APPLIED MUSIC**

1 credit

Available to the general student as well as the music major in accordance with the following conditions: Students applying for academic credit for study of an instrument (limited to keyboard, classical guitar, and all instruments of the standard symphony orchestra) or voice must demonstrate the ability to undertake such study at least at an intermediate level.

Arrangements to work with a teacher of the applicant's choice and the financial obligations for such study are the responsibility of the student. At the close of the semester in which the student is applying for credit, the teacher will submit a written report on the student's progress.

The student will demonstrate his or her accomplishment in a proficiency performance arranged by the department and

will be graded on a credit/no credit basis. Upon successful demonstration of achievement, the student will receive one academic credit, which will count as elective credit and will not be counted toward the major. A permissible total of six credits will be allowed. Students wishing to apply for applied music credit may register for MUS 151 upon approval of the department.

**Collegium Musicum:** A vocal and instrumental performing ensemble devoted to the study of musical repertory of all periods which is designed for small groups.

## FOREIGN LANGUAGES AND LITERATURES

**FACULTY**

Bernhardt G. Blumenthal, Ph.D., Chair

Professors: Blumenthal, Perfecky, Rudnytzky

Associate Professors: Angerosa, Mall, Morocco

Assistant Professor: Trovato

Lecturers: Buckley, DiMarco, Fazzini-DiCamillo, Hazzard, Matus-Mendoza, McBride, Peaden, Sackheim

**FOUNDATION COURSE**

LIT 150

**CORE COURSES**

Approved Language sequences for Core I:

Language 101, 102, 201. Language 201, 202, 301. Language 301, 302, 300-400 level. The sequence you will follow depends upon your initial placement according to your previous language training.

Approved Language options for Core II:

Language 201, 202 or  
Language 301, 302.

Approved Literature sequences in Foreign Literatures for Core I:

French 311, 312, and one from FRN 411, 425, 431, 447, 453, 455, 457. German 311, 312, and one from GER 405, 421, 431, 441, 451, 480, 481. Italian 311, 312, and one from ITL 331, 332, 451, 480, 481. Spanish 311,

312, and one from SPN 313, 405, 411, 415, 419, 442, 443, 448, 457, 480. To follow one of these sequences, you must have a good reading knowledge of the language.

Approved Literature options in Foreign Literatures for Core II: FRN 311, 312; GER 311, 312; ITL 311, 312; or SPN 311, 312.

## COURSE DESCRIPTION

### LIT 150

MODERN EUROPEAN AND LATIN AMERICAN WRITERS  
3 credits / Foundation

An examination of modern French, German, Hispanic, Italian and Russian literatures in English translation. A study of attempts by representative men and women to comprehend their times and their cultures and to provide literary expression to their understandings of modern life. Selected works of prose, poetry and drama. Short critical papers.

Descriptions of major programs follow; for dual majors, greater flexibility in individual programs can be arranged in consultation with departmental advisor.

Year/Semester Abroad Program:  
Students of French or German may spend a year/semester abroad in the LaSalle-in-Europe program at the University of Fribourg, Switzerland.

## Classical Languages

### REQUIREMENTS

Required for Major in Classical Languages: 14 courses

- Ten courses in Latin (beyond 100-level)
- Four courses in Greek

### COURSE DESCRIPTIONS

## Greek

### GRK 101-102

ELEMENTARY GREEK  
3-6 credits / Core I

An introductory study of forms and syntax; includes reading and translation exercises and frequent practice in prose composition.

### GRK 201-202

INTERMEDIATE GREEK  
3-6 credits / Core I, II

Review of elementary grammar; readings of selected prose and poetry.

### GRK 301-302

GREEK READINGS  
3-6 credits / Core I, II

Readings selected to meet the individual needs of the students from Homer, lyric poetry, the Greek New Testament, Plato and the drama. May be repeated for credit.

## Latin

### LAT 101-102

ELEMENTARY LATIN  
3-6 credits / Core I

Thorough grounding in forms and vocabulary.

### LAT 201-202

INTERMEDIATE LATIN  
3-6 credits / Core I, II

Review of elementary grammar; readings of selected prose and poetry.

### LAT 301-302

LATIN READINGS  
3-6 credits / Core I, II

Readings selected to meet the individual needs of the students from Cicero, Livy, Horace, Vergil, Catullus, Ovid, Martial, patristic Latin, medieval Latin, Roman comedy and Latin inscriptions. May be repeated for credit.

### RELATED STUDIES:

### CLS 211 (F)

CLASSICAL MYTHOLOGY  
3 credits

A study of the legends of Greece and Rome: what they are, how they have survived, their value to us. The legend of Troy emphasized. Audio-visual presentations, discussions, and research. All readings in English.

### CLS 212 (S)

CLASSICAL DRAMA  
3 credits

Greek and Roman tragedies and comedies in English translation discussed and interpreted in their historical and social environment and compared to modern and contemporary drama. No previous knowledge of Greek and Latin is required.

### CLS 311 (F)

GREEK MASTERPIECES IN ENGLISH  
3 credits

Some significant works in Greek literature read in English translation and interpreted in terms of their original setting. Application made to contemporary problems. No knowledge of Greek required.

### CLS 312 (S)

LATIN MASTERPIECES IN ENGLISH  
3 credits

The more important works in Latin literature read and discussed in terms of the history of the times. Their influence on later literature noted. No knowledge of Latin required.

## Modern Languages

## French

### REQUIREMENTS

Required for Major in French:  
14 courses

- Ten French courses beyond 100-level (two from 400 list)
- Four courses in second language

### COURSE DESCRIPTIONS

### FRN 101-102

ELEMENTARY FRENCH  
3-6 credits / Core I

A study of the phonetics and grammar of French with graded work in reading, oral practice, and composition. One required hour per week in the Language Laboratory.

### FRN 201-202

INTERMEDIATE FRENCH  
3-6 credits / Core I, II

Review exercises in comprehending, speaking, reading and writing French. Cultural information on France. Weekly assignments in the Language Laboratory.

### FRN 301-302

STRUCTURE AND STYLE  
3-6 credits / Core I, II

Review of grammatical principles and their practical application in written exercises and in the translation of standard English prose into French.

**FRN 303-304**

CONVERSATION AND COMPOSITION  
3-6 credits / Core I, II

Oral and written practice aimed at providing students with varied experiences in communicating in French while improving their pronunciation, intonation, and fluency.

**FRN 311-312**

SURVEY OF FRENCH LITERATURE  
3-6 credits / Core I, II

Readings and discussions in French of selected literary works from the beginnings to 1800 and from 1800 to the present.

**FRN 321-322**

CIVILIZATION  
3-6 credits / Core I, II

The first semester treats the political, social, intellectual, and artistic developments in France from earliest times to 1870, while the second semester emphasizes these cultural structures as they exist in contemporary French society. Lectures and readings serve as a basis for class discussion in French.

**FRN 401 (S)**

OLD FRENCH LANGUAGE AND LITERATURE  
3 credits

The history of the formation of the French language, with special attention to the phonological and morphological development from Latin. Literary study, using texts in the original, of Alexis, Roland, Guigemar, Aucassin, Vergi, and the poetry of Villon.

**FRN 411 (F, S)**

SIXTEENTH-CENTURY LITERATURE  
3 credits / Core I

Readings and reports on works of representative authors of the 16th century.

**FRN 425 (F, S)**

CLASSICAL THEATRE  
3 credits / Core I

A study of the plays of Corneille, Moliere, and Racine.

**FRN 431 (F, S)**

EIGHTEENTH-CENTURY LITERATURE  
3 credits / Core I

Readings and reports on works of representative authors of the 18th century.

**FRN 447 (F, S)**

NINETEENTH-CENTURY NOVEL  
3 credits / Core I

A study of some of the major novels of the 19th century, including works by Constant, Stendhal, Balzac, Flaubert, Zola, and Huysmans.

**FRN 453 (F, S)**

MODERN POETRY  
3 credits / Core I

A study of French poetry from Nerval and Baudelaire through the symbolists and surrealists to the present.

**FRN 455 (F, S)**

MODERN THEATRE  
3 credits / Core I

A study of the plays of Claudel, Cocteau, Giraudoux, Anouilh, Montherlant, Sartre, Camus, Beckett, Ionesco, and Genet.

**FRN 457 (F, S)**

MODERN NOVEL  
3 credits / Core I

A study of the novels of Proust, Gide, Bernanos, Malraux, Sartre, Camus, and Robbe-Grillet.

## German

### REQUIREMENTS

Required for Major in German:  
14 courses

- GER 401, 431, 480 or 481
- Seven electives in German (beyond 100-level)
- Four courses in second language

### COURSE DESCRIPTIONS

**GER 101-102**

ELEMENTARY GERMAN  
3-6 credits / Core I

An introductory study of the phonetics and grammar of the language including graded work in reading and composition. Weekly audio-oral laboratory assignments.

**GER 201-202**

INTERMEDIATE GERMAN  
3-6 credits / Core I, II

Review exercises in comprehending, speaking, reading and writing German. Cultural information on German-speaking countries. Weekly assignments in the Language Laboratory.

**GER 209-210 (S)**

TRANSLATION OF SCIENTIFIC AND TECHNICAL GERMAN  
3-6 credits / Core I, II

Translation of selected scientific and technical articles from contemporary journals in bio-medicine, chemistry, economics, geology, computer science, and physics. Emphasis on the practical aspects of translating; training in use of specialized dictionaries and reference sources.

**GER 301-302**

CONVERSATION AND COMPOSITION  
3-6 credits / Core I, II

Oral practice for the development of skill in conversation. Special attention to remedial work in pronunciation and diction.

**GER 311-312**

THEMES IN GERMAN LITERATURE  
3-6 credits / Core I, II

Major themes from medieval to modern times (love, death, suffering, political, and social involvement). Practice in conversation and composition. May be repeated for credit. Readings and discussions in German.

**GER 320 (F, S)**

STUDIES IN GERMAN CULTURE  
3 credits / Core I, II

Analysis of the contemporary culture of the two Germanies: life styles, national characteristics, folk tradition. Emphasis on the Germans' view of themselves, their view of their recent past. Focus varies from semester to semester. May be repeated for credit.

**GER 330 (F, S)**

GERMAN SCRIPT  
3 credits / Core I, II

Development of the ability to read texts in German Script from mid-20th century Europe to 18th century America. Brief history of German Script.

**GER 401 (F)**

HISTORY OF THE GERMAN LANGUAGE  
3 credits

The German language from its beginning to the present; particularly, the development of sounds, vocabulary, and the formation of standard High German.

**GER 405 (F, S)**

MEDIEVAL LITERATURE  
3 credits / Core I

Study and discussion of German literature from its beginnings to the end of the medieval period.

**GER 42I (F, S)**

LITERATURE OF THE 17th AND 18th CENTURIES

3 credits / Core I

Study and discussion of the literature of the 17th and 18th centuries excluding the works of Goethe and Schiller.

**GER 43I (F, S)**

THE CLASSICAL AGE

3 credits / Core I

Study and discussion of the literature of the classical age with special attention to the works of Goethe and Schiller.

**GER 44I (F, S)**

LITERATURE OF THE 19th CENTURY

3 credits / Core I

Study and discussion of the literature of romanticism, realism, and naturalism.

**GER 45I (F, S)**

LITERATURE OF THE 20th CENTURY

3 credits / Core I

Study and discussion of modern German literature from 1880 to the present.

**GER 480-48I**

SEMINAR

3-6 credits / Core I

Topics of investigation vary from semester to semester. Readings, reports, and discussion in a selected genre (novel, drama, lyric, short story). Seminar paper.

**Italian****REQUIREMENTS**

Required for Major in Italian:  
14 courses

- ITL 312, 451, 480 or 481
- Seven electives in Italian (beyond 100-level)
- Four courses in second language

**COURSE DESCRIPTIONS****ITL 101-102**

ELEMENTARY ITALIAN

3-6 credits / Core I

An introductory study of the phonetics and grammar of the language including graded work in reading and composition. Intended for those who are beginning the study of Italian. One required hour per week in Language Laboratory.

**ITL 201-202**

INTERMEDIATE ITALIAN

3-6 credits / Core I, II

Exercises in composition, grammatical review, and selected readings with a view to introducing the student to the literature and civilization of the country.

**ITL 301-302**

LANGUAGE AND STYLE

3-6 credits / Core I, II

Training in the use of correct idiomatic Italian and in the practical application of grammatical principles with a view toward improving the student's pronunciation and increasing his active vocabulary. Frequent use of audiovisual aids.

**ITL 311-312**

SURVEY OF ITALIAN LITERATURE

3-6 credits / Core I, II

A comprehensive study of Italian literature from the Middle Ages to modern times, with comparative references to European literatures. Readings and discussions in Italian.

**ITL 320 (F, S)**

STUDIES IN ITALIAN CULTURE

3 credits / Core I, II

Analysis of contemporary Italian culture: life styles, national characteristics, folk tradition. Emphasis on the Italians' view of themselves, their place in and contributions to contemporary European civilization. Focus varies from semester to semester. May be repeated for credit.

**ITL 331-332**

READING LIST

3-6 credits / Core I

Gives students an acquaintance with excerpts of Italian writers from Saint Francis of Assisi to the poets of knight-hood (Pulci, Boiardo, Ariosto, Tasso).

**ITL 40I (F, S)**

HISTORY OF THE ITALIAN LANGUAGE

3 credits

Deals with the Italian language in its origins in the 7th century up to modern times. By means of a very few philologic and glottologic rules, the student will acquire a knowledge of the origins and transformation of Italian from Vulgar Latin, in chronological progression.

**ITL 45I (F, S)**

MODERN AUTHORS

3 credits / Core I

Includes a survey of Italian narrative and poetic production in the late 19th century and in the 20th century.

**ITL 480-48I**

SEMINAR

3-6 credits / Core I

Topics of investigation vary from semester to semester. Readings, reports and discussions of a selected genre (novel, drama, short story), with special reference to the

works of Dante, Leopardi, and Manzoni. Seminar paper.

**Japanese****JPN 101-102**

ELEMENTARY JAPANESE

3-6 credits / Core I

An introductory study of the Japanese language; provides practice in comprehending, speaking, reading, and writing the language, as well as cultural information. Stress is on the development of conversational skills. Introduction to the KATAKANA writing system.

**Russian****REQUIREMENTS**

Required for Major in Russian:  
14 courses

- RUS 301-302 or 303-304, 401-402; SLA 403-404
- Four Russian or Slavic electives (beyond 100-level)
- Four courses in second language

**COURSE DESCRIPTIONS****RUS 101-102**

ELEMENTARY RUSSIAN

3-6 credits / Core I

A modified audio-lingual approach; regular exercises in Language Laboratory stress fundamental structural features of the contemporary spoken language.

**RUS 201-202**

INTERMEDIATE RUSSIAN

3-6 credits / Core I, II

Second part of two-year program based on modified audio-lingual principles. Continued emphasis on Language Laboratory work. Introduction to literature and civilization. Translation of business correspondence and readings in general science.



**RUS 241-242**

RUSSIAN LITERATURE OF THE 19th CENTURY / 3-6 credits

Romanticism and realism in Russian literature. Readings from Pushkin, Griboedov, Lermontov, Gogol, Turgenev, Ostrovsky, Dostoevsky, L. Tolstoy, Saltykov-Shchedrin, Leskov, Chekhov, Kuprin, Bunin, and Andreev.

**RUS 245-246**

SOVIET LITERATURE  
3-6 credits

Socialist realism as a doctrine of art and literature in the Soviet Union. Readings from Gorky, Mayakovsky, Babel, Olesha, Leonov, Zamyatin, Zoshchenko, Sholokhov, Ilf and Petrov, Simonov, Pasternak, Yevtushenko, Solzhenitsyn, and others.

**RUS 301 (F)**

ADVANCED GRAMMAR AND CONVERSATION  
3 credits / Core I, II

Advanced grammar exercises and conversation. Reading of a Russian newspaper. May be repeated for credit.

**RUS 302 (S)**

SCIENTIFIC RUSSIAN  
3 credits / Core I, II

Theory and practice in translating scientific and technical texts. Selected readings in economics, chemistry, physics, mathematics, geology, anatomy, and astronomy. May be repeated for credit.

**RUS 303-304**

ADVANCED READINGS AND COMPOSITION  
3-6 credits / Core I, II

Selected readings of 19th and 20th century Russian prose and verse. Translation of selected scientific articles. Intensive exercises in translating standard English prose into Russian. May be repeated for credit.

**RUS 401 (F)**

HISTORY OF THE RUSSIAN LANGUAGE  
3 credits

Historical background for an understanding of the phonology, morphology, syntax, and vocabulary of modern Russian.

**RUS 402 (S)**

OLD RUS' LITERATURE  
3 credits

Selected readings from the epic, annalistic, and hagiographic literature from the 11th to the 17th centuries with special emphasis on Igor Tale and the Primary, Kievan, and Galician-Volynian chronicles. The beginnings of fiction.

**RELATED STUDIES:****SLA 320 (S)**

THE CULTURES OF THE COMMONWEALTH OF INDEPENDENT STATES  
3 credits

Lectures and readings on independent nations of the Commonwealth of Independent States, plus the Tatars and the Jews. An in-depth view of the territory, demography, culture, media, education, language, and national attitudes of the various nations of this new union.

**SLA 403 (F)**

UKRAINIAN  
3 credits

The study of the phonology, morphology, syntax, and vocabulary of a second Eastern Slavic language, Ukrainian, by noting the differences that exist between it and Russian.

**SLA 404 (S)**

POLISH  
3 credits

The study of the phonology, morphology, syntax, and vocabulary of a Western Slavic language, Polish, by noting the differences that exist between Polish, Russian, and Ukrainian.

**Spanish****REQUIREMENTS**

Required for Major in Spanish:  
14 courses

- SPN 311-312, 313
- Seven Spanish electives beyond 100-level (two from 400 list)
- Four courses in second language
- Recommended: History 231, 232

**COURSE DESCRIPTIONS****SPN 101-102**

ELEMENTARY SPANISH  
3-6 credits / Core I

Designed to provide a fundamental capacity in conversation; audio-oral method employed. Grammar is presented strictly on a functional basis to facilitate speech and comprehension. One required hour per week in the Language Laboratory.

**SPN 201-202 (F, S)**

INTERMEDIATE SPANISH  
3 credits / Core I, II

Review exercises in comprehending, speaking, reading, and writing Spanish. Cultural information on Spanish-speaking countries. Weekly assignments in the Language Laboratory.

**SPN 301-302**

ADVANCED CONVERSATION AND COMPOSITION  
3-6 credits / Core I, II

Includes intensive oral and written exercises with a view towards improving the student's speaking and writing skills. Students make frequent use of audio aids.

**SPN 307 (F, S)**

COMMERCIAL SPANISH  
3 credits / Core I, II

Intended to acquaint the student with commercial Spanish terminology combined with lectures, readings, and translations of business letters. Introduction of new vocabulary used in the business world with emphasis on Spanish American idiomatic expressions.

**SPN 311-312**

SURVEY OF SPANISH LITERATURE  
3-6 credits / Core I, II

An introduction to the study of peninsular Spanish literature from the Middle Ages to the present. Readings and discussions in Spanish.

**SPN 313 (F, S)**

SURVEY OF SPANISH AMERICAN LITERATURE  
3 credits / Core I, II

Reading and discussion of works from the colonial period to the 20th century, with special emphasis upon contemporary Latin American literature.

**SPN 321 (F)**

SURVEY OF SPANISH CIVILIZATION  
3 credits / Core I, II

A cultural and historic study of Spain's past, examining the effects of Rome and

Islam, the period of Spanish domination and later decline, and the status of present-day Spain.

### SPN 322 (S)

SURVEY OF SPANISH  
AMERICAN CIVILIZATION  
3 credits / Core I, II

A cultural and historic presentation of the diversity of Latin America from the Aztecs and Incas to the Conquest, the vicerealties, and the establishment of independent nations; course concludes with a thorough study of today's Latin America.

### SPN 350-351

INTRODUCTION TO  
BILINGUAL-BICULTURAL STUDIES  
3-6 credits

Linguistic and cultural problems in teaching English to speakers of other languages. Emphasis on materials, techniques and attitudes of teachers and students. Special emphasis on the vocabulary and idiom of the Caribbean. Cultural survey of present day problems in Puerto Rico and other Caribbean countries.

### SPN 401 (F)

HISTORY OF THE SPANISH LANGUAGE  
3 credits

Study of the formation of the language, its evolution and phonetic changes from Latin to the present modern pronunciations. Reading and discussion of the early Spanish texts and the development of the language in the early period.

### SPN 405 (F, S)

LITERATURE OF THE MIDDLE AGES  
3 credits / Core I

Emphasis is placed on such works as *Cantar de Mio Cid*, *Poema de Fernan Gonzalez*, and *Amadis de Gaula*; authors include Berceo, Alfonso X, Juan Manuel, Juan Ruiz, Marques de Santillana, and los Manrique.

### SPN 411 (F, S)

RENAISSANCE LITERATURE  
3 credits / Core I

The works of Boscan, Garcilaso, Encina, Nebrija, Torres Naharro, and Lope de Rueda, and such works as *Tirant lo Blanc*, *Celestina*, and *Lazarillo de Tormes* form the basis of this period of literary activity.

### SPN 415 (F, S)

DRAMA OF THE GOLDEN AGE  
3 credits / Core I

Readings, reports, and discussions of the principal dramatists of the Golden Age:

Lope de Vega, Tirso de Molina, Calderon, Alarcon, and others.

### SPN 419 (F, S)

CERVANTES

3 credits / Core I

Readings and discussions of Don Quixote. Other important works by Cervantes also discussed.

### SPN 442 (F, S)

ROMANTICISM

3 credits / Core I

A study of the early 19th century which analyzes works of such authors and poets as Larra, Duque de Rivas, Zorilla, Espronceda, Garcia Gutierrez, Hartzenbusch, and Becquer.

### SPN 443 (F, S)

POETRY OF THE 19th  
AND 20th CENTURIES

3 credits / Core I

Works by Gabriel y Galan, de Castro, Dario, los Machado, Jimenez, Lorca, Guillen, Otero, and Salinas are considered.

### SPN 448 (F, S)

THE SPANISH AMERICAN NOVEL

3 credits / Core I

Introduces students to the development of the contemporary Latin American novel through an analysis of the sociological and literary aspects of the work of various leading authors. Special attention to works by and about women. Class discussions and examinations in Spanish.

### SPN 457 (F, S)

THE SPANISH NOVEL OF THE  
19th AND 20th CENTURIES

3 credits / Core I

Reading and discussion of Spanish authors, their ideology and philosophies: Fernan Caballero, Galdos, Valera, Pio Baroja, Ala, Cela, Delibes, and Goytisolo.

### SPN 480 (F, S)

SEMINAR

3 credits / Core I

Topics of investigation vary from semester to semester.

## GEOLOGY, ENVIRONMENTAL SCIENCE, AND PHYSICS

### FACULTY

H. A. Bart, Ph.D., Chair

Professors: Bart, Hoersch, Longo

Associate Professor: Guttmann

Assistant Professors: Smith, Strieb

## Geology

### FOUNDATION COURSES

GEO 151, 152, 153, 154, 155

### REQUIREMENTS

Required for Major in Geology:  
15 courses

- GEO 151 or 155, 202, 203, 204, 205, 301, 302, 303, 401, 402, plus two elective geology courses at the 200 level or above.
- CHM 111-112. MTH 120.
- Suggested courses: Students anticipating graduate work in geology or closely related areas are advised to elect courses in basic sciences, mathematics, computer science, Russian, German, or French.

### COURSE DESCRIPTIONS

#### GEO 151 (F, S)

PLANET EARTH

3 credits / Foundation

An introduction to the physical processes that interact to change the interior and the surface of the earth, including weathering, earthquakes, volcanos, glaciation, marine erosion, "Continental Drift," and mountain building. Two hours lecture, two hours laboratory and field trip.

#### GEO 152 (F, S)

EARTH HISTORY

3 credits / Foundation

An introduction to the physical and biological processes that have modified the earth through geologic time. Emphasis will be on earth changes through geologic time, and the evolution of life from simple cells to the higher vertebrates.

Laboratory experience will include study of fossils, and basic geologic principles. Two hours lecture, two hours laboratory, and field trip.

### **GEO 153 (F,S)**

#### OCEANOGRAPHY

3 credits / Foundation

A study of the physical processes that affect the oceans of the earth. Emphasis will be on tides, currents, waves, chemistry of the sea, and geology of ocean basins. Three hours lecture.

### **GEO 154 (F,S)**

#### ASTRONOMY

3 credits / Foundation

A contemporary view of the universe from the big bang to its possible ends, our sun and its planets, galaxies, the life and death of stars, white dwarfs, neutron stars, quasars, black holes, life on earth, and the possibility of extraterrestrial intelligence.

### **GEO 155**

#### ENVIRONMENTAL GEOLOGY (S)

3 credits / Foundation

An introduction to the geologic processes that shape our planet and modify environments. Such fundamental concepts as land-use planning, development of urban areas, hazardous waste disposal in natural systems, use of resources, and soil development and modification will be emphasized. Two hours lecture, two hours laboratory.

### **GEO 202 (F)**

#### MINERALOGY AND CRYSTALLOGRAPHY

4 credits

The identification of minerals using physical characteristics. An introduction to crystal chemistry and symmetry. Three hours lecture, three hours laboratory. Prerequisites: GEO 151, 152.

### **GEO 203 (S)**

#### OPTICAL MINERALOGY

4 credits

An introduction to the theory of light transmission in crystals. Use is made of the polarizing microscope to study light phenomena in minerals. Lab is concerned with identification of minerals using thin section and oil immersion techniques. Three hours lecture, two hours laboratory. Prerequisite: GEO 202.

### **GEO 204 (S)**

#### PETROLOGY

4 credits

Descriptive classifications of textures and processes of igneous, metamorphic, and sedimentary rocks with emphasis on hand specimen identification. Three hours lecture, three hours laboratory. Prerequisite: GEO 202.

### **GEO 205 (F)**

#### PALEONTOLOGY AND THE HISTORY OF PLANET EARTH

4 credits

A review of the invertebrate and vertebrate fossil record. Correlation of biological development with the evolution of the earth. Two hours lecture, three hours laboratory. Prerequisite: GEO 151.

### **GEO 270-271**

#### SPECIAL TOPICS

3-6 credits

### **GEO 301 (F)**

#### SEDIMENTOLOGY

4 credits

Analysis and interpretation of sedimentary processes; classification and analysis of the common sedimentary rocks. Three hours lecture, three hours laboratory. Prerequisites: GEO 203, 204.

### **GEO 302 (S)**

#### STRATIGRAPHY

4 credits

An introduction to physical stratigraphy, methods of correlation of rock and time rock units; the interpretation of paleogeography. Two hours lecture, three hours laboratory. Prerequisite: GEO 301.

### **GEO 303 (F)**

#### STRUCTURAL GEOLOGY

4 credits

Description and mechanics of structural features such as: folds, joints, faults, lineations and foliations features. Laboratory is concerned with problem solving using geometric and stereographic techniques, cross-sections, and the examination of tectonic forces that cause deformation. Three hours lecture, three hours laboratory. Prerequisites: MTH 113, GEO 151, 152, 202, 204.

### **GEO 304 (S)**

#### GLOBAL TECTONICS

3 credits

A review of the literature on the theory of plate movement and study of the dynamic earth system with implications as to the origins of magma, earthquakes,

and sea-floor spreading. Three hours lecture, one hour laboratory. Prerequisites: GEO 151, 152.

### **GEO 305 (S)**

#### GEOCHEMISTRY

3 credits

Discussions of the geochemical behavior of the elements comprising the earth. A look at the chemical processes involved with weathering, oxidation, and the crystal chemistry of solids with application to the formation of stable compounds (phase theory). Three hours lecture. Prerequisites: CHM 111-112; GEO 151, 152, 202.

### **GEO 401 (F)**

#### IGNEOUS PETROLOGY

4 credits

Classification, examination, and analysis of igneous rocks. Petrographic analysis of rock suites in thin section will be used to determine the cooling histories of the rocks. Three hours lecture, two hours laboratory, field trips. Prerequisites: GEO 202, 203, 204; CHM 111, 112.

### **GEO 402 (S)**

#### METAMORPHIC PETROLOGY

4 credits

A review of the metamorphic facies concept with a look at the physical, thermodynamic, and geochemical processes concerned with mineral recrystallization. Detailed thin-section examination of the various metamorphic zones. Three hours lecture, two hours laboratory, field trips. Prerequisites: GEO 202, 203, 204; CHM 111, 112.

### **GEO 403 (S)**

#### ECONOMIC GEOLOGY

3 credits

The study of ore deposits associated with igneous, metamorphic, and sedimentary rocks. Emphasis on classical ore deposits. A survey of the various origins for metallic and non-metallic deposits. Three hours lecture. Prerequisites: GEO 202, 204; CHM 111, 112.

### **GEO 404**

#### ENVIRONMENTAL GEOLOGY

4 credits

An introduction to the fundamentals of environmental geology as related to land-use planning, development of urban areas, geologic processes and land form analyses, and engineering properties of Earth materials. Global development and environmental impact will be emphasized. Two hours lecture, four hours lab. Prerequisites: GEO 202, 204.

**GEO 470 (F)**

## TOPICS IN ADVANCED GEOLOGY

3 credits

Selected topics dealing with contemporary developments in geology.

**GEO 480 (F, S)**

## RESEARCH

1-4 credits

Supervised research in geology. Can be elected in fall, spring, or summer. Permission of Chair required.

## Environmental Science

**REQUIREMENTS**

Required for Major in Environmental Science: 17 courses

All students are required to take the following 8 Core courses:

- MTH 120
- CHM 111 and 112
- CHM 212
- BIO 210
- BIO 230
- GEO 202
- GEO 404

Students select an Environmental Science Concentration in Biology, Chemistry, or Geology. Nine Courses are required in each concentration

**CONCENTRATIONS****Biology**

Students take the following 6 courses:

- BIO 303 or 317 or 319
- Environmental Biology
- BIO 314
- BIO 403
- BIO 404
- CHM 201

Students choose 3 courses from among the following:

- BIO 303
- BIO 315
- BIO 316
- BIO 317
- BIO 400
- Toxicology
- BIO 460
- BIO 480
- CHM 202

- GEO 204
- GEO 270
- GEO 301
- PHY 105
- PHY 106

**Chemistry**

Students take the following 7 courses:

- BIO 403
- BIO 404
- CHM 201
- CHM 202
- CHM 311
- PHY 105
- PHY 106

Students choose 2 courses from among the following:

- BIO 314 or PSY 310
- Toxicology
- CHM 302
- CHM 460
- CHM 480 or 481
- GEO 204
- GEO 270
- GEO 301

**Geology**

Students take the following 7 courses:

- ECN 351
- GEO 155
- GEO 203
- GEO 204
- GEO 270
- GEO 301
- GEO 303

Students choose 2 courses from among the following:

- BIO 303
- BIO 314
- BIO 315
- BIO 316
- BIO 317
- BIO 319
- BIO 400
- BIO 403
- BIO 404
- Toxicology
- BUS 201
- CHM 201
- CHM 202
- GEO 460
- PHY 105
- PHY 106

Environmental Science majors are encouraged to take the following courses to satisfy university requirements:

- BUS 201
- ECN 351
- Environmental Law
- Environmental Ethics
- Environmental Policy
- ENG 409
- PSY 225

Dr. Henry A. Bart, Chair of the Geology, Environmental Science, and Physics Department, serves as advisor for the Environmental Science Major. Dual advisement with the Biology and Chemistry Departments is available for students interested in either the Biology or Chemistry Concentration in Environmental Science.

## Physics

**FOUNDATION COURSE**

PHY 150

**COURSE DESCRIPTIONS****PHY 105-106**

## GENERAL PHYSICS

4-8 credits

Vectors, elementary mechanics of point particles and rigid bodies, gravitation, simple harmonic motion and waves. Elementary optics, electromagnetism and DC circuits. Prerequisite: MTH 120. Three hours lecture, two hours laboratory; two terms.

**PHY 120**

## SCIENCE, TECHNOLOGY, AND SOCIETY

3 credits

A study of some interactions between science, technology, and society. Topics include: the scientific community; history of technology; weapons; science, technology, and the arts; technology and change.

**PHY 121**

## WOMEN, MEN, SCIENCE, TECHNOLOGY

3 credits

An exploration of gender components in science and technology. Extra-scientific influences on scientific theories; why there are not more female engineers and scientists; how science views male/female differences; use of science to reinforce social attitudes; the political

content of technology and how technology impacts differently on men and women. No prerequisites.

### PHY 150 (F,S)

#### SOME REVOLUTIONS IN PHYSICS

3 credits / Foundation

A non-mathematical introduction to physics with emphasis on studying the processes of scientific change. Ancient astronomy and mechanics. The Copernican/Newtonian Revolution, Special Relativity. Current ideas in elementary particle physics.

### PHY 201 (F)

#### BASIC ELECTRONICS

3 credits

Elementary DC and AC circuit theory; resistors, capacitors, indicators; diodes, transistors, operational amplifiers. Emphasis on instrumentation electronics with hands-on lab—both computer based simulations and actual components. Prerequisite: MTH 120, CSC 152, or permission of instructor. Two hours lecture, two hours laboratory.

### PHY 202 (S)

#### DIGITAL COMPUTER ELECTRONICS

3 credits

Transistors as switching devices, Boolean algebra, 7400 integrated circuit series, counters, adders, general registers, and basic computer hardware. Prerequisite: PHY 201 or permission of instructor. Two hours lecture, two hours laboratory.

### PHY 207 (F)

#### MODERN PHYSICS I

3 credits

The breakdown of classical physics around the turn of the century and its replacement by relativity theory and quantum mechanics. Attention to the experiments leading to this break down. Course culminates with the Schrodinger equation and its application to simple potentials. Prerequisites: PHY 105-106; MTH 221 concurrently; or permission of instructor.

### PHY 208 (S)

#### MODERN PHYSICS II

4 credits

Applies basic quantum theory developed in PHY 207 (the Schrodinger equation) to a series of problems in which it has had marked success. They include: atomic spectra; the physics of molecules including the chemical bond; condensed matter; the nucleus and fundamental particles. Three hours lecture, two hours laboratory. Prerequisite: PHY 207.

### PHY 270-271

#### SPECIAL TOPICS

3-6 credits

## HISTORY

### FACULTY

Theopolis Fair, Ph.D., Chair

Professors: O'Grady, Rossi, Stow

Associate Professors: Desnoyers, Fair, Sheehy

Assistant Professor: Leibiger

### FOUNDATION COURSE

HIS 150

### CORE COURSES

Approved sequences for Core I:

- American: (HIS 101, 201, 301).
- European Civilization: (HIS 102, 202, 302).
- Third World: (103, 203, 303).

When you select one of these three sequences, you must take all three courses within that same sequence.

Approved courses for Core II:

200- and 300-level Core I courses and 307, 308, 325, 328, 329, 331, 333, 335, 336, 337, 338, 339, 340, 342, 344, 346, 347, 348, 370, 415, 440, 447, 452, 458, and 470.

For Core I, take 300-level courses last. For elective or Core II, take courses in any order.

### REQUIREMENTS

Required for History Majors:  
15 courses

History majors are required to take, in addition to the foundation course (HIS 150), a three (3) course sequence in one Area of Concentration (American, European, or Third World), four (4) additional courses in the same Area of Concentration (300 level or above), five (5) more courses (300 level or above) from the other Areas (3 from one and 2 from another), and two seminars in the senior year in an Area of Concentration.

Dual Majors: Depending on the other courses taken by the student whose

second major is history, the number of courses required ranges from 11 to 13. All students, single and dual majors, must take the seminar (two semesters). Dual education majors should take the seminar in their junior year instead of the required senior year so as not to conflict with senior student teaching.

Minors: Minors in history are required to take six (6) courses in addition to the Foundation Course (150).

Recommended Courses: The Department does not require, but strongly recommends, that majors take courses in a foreign language. Many graduate schools require a language for a degree.

Advanced Placement credit in history is granted to students who score 3 or above and, in the case of the history sequences, counts toward 100- and 200-level courses. Only two AP courses count toward the major.

### COURSE DESCRIPTIONS

#### HIS 150

##### GLOBAL HISTORY

3 credits / Foundation

A study of the evolution and interactions of the cultures of Europe, America, Africa, and Asia from 1500 to the present, designed to give students a greater understanding of the relationships among modern nations so necessary in today's shrinking globe.

### American Sequence

#### HIS 101

##### THE UNITED STATES TO 1840

3 credits / Core I

Traces the unfolding of American history from colonial times through Jacksonian America. The coming of the Revolution, the Revolution and its results, the Federalist experiment, and the Jeffersonian concept of democracy.

#### HIS 201

##### THE UNITED STATES FROM 1840 TO 1920

3 credits / Core I, II

Covers from the Jacksonian era to the end of World War I. The coming of the Civil War, the War and its results, Reconstruction, the Progressive Movement, and American involvement in World War I.

**HIS 301**

THE UNITED STATES IN THE  
20TH CENTURY

3 credits / Core I, II

Covers from the end of World War I to the present. The Roaring Twenties, America between the wars, American involvement in World War II, America and Russia in the Cold War, the Vietnam era, and the U.S. and the world in the current era.

## European Sequence

**HIS 102**

ANCIENT AND MEDIEVAL  
EUROPE TO 1400

3 credits / Core I

Traces the unfolding of western civilization from pre-history to the Renaissance. The legacies of Greece and Rome: the heritage of both early Christian Europe and the Byzantine and Islamic civilizations; the contribution of later medieval Europe to the governmental, economic, and intellectual growth of Europe.

**HIS 202**

EUROPE FROM THE 15TH  
CENTURY TO NAPOLEON

3 credits / Core I, II

Surveys profound changes in political, social, economic, cultural, and religious life of European society between the 15th and the end of the 18th centuries. Decline of feudal institutions, emergence of modern European states, and discoveries in the western hemisphere.

**HIS 302**

MODERN EUROPE SINCE 1815

3 credits / Core I, II

Industrialism and its impact on European society; decline of political liberalism and subsequent rise of nationalism; development of modern totalitarianism and the impact of two world wars on western society.

## Third World Sequence

**HIS 103**

ASIA, AFRICA, AND THE  
AMERICAS TO 1500

3 credits / Core I

Beginning with pre-history, course examines and compares such diverse civilizations as ancient Egyptian, Hindu, Buddhist, Confucian, Inca, Kushitic, Mayan, Hebraic, Islamic, and Malian.

**HIS 203**

ASIA, AFRICA, AND THE AMERICAS:  
1500-1920

3 credits / Core I, II

Focuses upon imperialism and its various manifestations in the non-western world and the emerging desire for independence among colonial nations after World War I.

**HIS 303**

ASIA, AFRICA, AND THE AMERICAS:  
1920-PRESENT

3 credits / Core I, II

The devolution of European power to the independence of nation states and problems associated with that independence. North-South differences, Arab-Israeli conflict, the Cold War and the Third World, communism vs. capitalism, rise of Japan, apartheid, and terrorism.

## Areas of Concentration

### Area I: American History

**HIS 324 (F, S)**

HISTORY OF PHILADELPHIA

3 credits / Core II

The historical development of Philadelphia from colonial times to the present, emphasizing the way people lived, the impact of transportation upon city growth, and the changing nature of industrialization. Lectures combined with field trips. Cost of field trips requires an additional fee of \$40.00.

**HIS 329 (S)**

THE AMERICAN WOMAN

3 credits / Core II

An in-depth analysis of the experience of women in American culture. Special attention to the women's rights movement, women in the Industrial Revolution, and women in World War I and World War II.

**HIS 331 (F, S)**

AMERICA'S MILITARY PAST

3 credits / Core II

The impact of the American military establishment upon American society, and the formation of defense strategy and foreign policy.

**HIS 333 (F, S)**

THE AMERICAN IMMIGRANT

3 credits / Core II

The history of immigration to America and the ethnic impact upon American institutions.

**HIS 337 (F, S)**

THE BLACK EXPERIENCE IN AMERICA

3 credits / Core II

The main themes in black history from the African experience to the present, with special attention given to slavery, protest movements, civil rights, and black achievement.

**HIS 341**

RUSSIAN-AMERICAN  
DIPLOMATIC HISTORY

3 credits

This course will survey the diplomatic relations between the United States and the Soviet Union from the American Revolution to the Reagan-Gorbachev summit of 1987.

**HIS 342 (F, S)**

HISTORY OF THE WESTWARD  
MOVEMENT IN AMERICA

3 credits / Core II

A study of the American frontier emphasizing pioneer life, federal Indian policy, and the settlement of the Great Plains and Far West.

**HIS 347 (F, S)**

PRESIDENTIAL POLITICS;  
ROOSEVELT TO REAGAN

3 credits / Core II

Historical analysis of presidential campaigns from 1900 to 1980, stressing the evolution of political techniques, issues, political parties, and presidential personalities.

**HIS 402 (F, S)**

THE AMERICAN REVOLUTION

3 credits

An intensive analysis of concepts and movements generated in the American colonies which resulted in revolution and separation of the British settlements.

**HIS 413 (F, S)**

JEFFERSONIAN-JACKSONIAN  
DEMOCRACY

3 credits

A detailed analysis of the development of the American political system in an increasingly democratic society.

**HIS 415 (F, S)**

THE AMERICAN CIVIL WAR

3 credits / Core II

A detailed study of the disruption of the Union, stressing the causes, personalities, and human drama of the military events leading to Appomattox.

**HIS 425 (F, S)**

AMERICA AS A WORLD POWER,

1939-PRESENT

3 credits

The growth of government involvement at home and abroad since 1939; reading and analysis of original documents.

**HIS 429 (F, S)**

THE EMERGENCE OF MODERN

AMERICA, 1877-1913

3 credits

The nationalization of American life, including the building of the railroad network, the rise of industry, the labor movement, immigration, and urbanization.

**HIS 447 (F, S)**

THE UNITED STATES IN THE

PACIFIC BASIN

3 credits / Core II

The interrelationship of the United States and the East Asian world in the modern period.

## Area II: European Concentration

**HIS 325 (F, S)**

IMPERIALISM IN THE MODERN WORLD

3 credits / Core II

A study of the expansion of western nations into the world of Asia and Africa in the 19th century, and the contraction of western influence in these areas in the 20th century.

**HIS 328 (F)**

WOMEN AND HISTORY

3 credits / Core II

The history of women and their changing role and position in Western Europe from the Classical Period to the 20th century. Particular attention to explanations of changed status in successive historical eras; e.g., the Greeks, the Romans, etc.

**HIS 335 (F, S)**

GREEK CIVILIZATION

3 credits / Core II

A survey that stresses the development of Greek civilization until the death of Alexander the Great.

**HIS 336 (F, S)**

THE ROMAN EMPIRE

3 credits / Core II

A survey that places a special emphasis upon the Roman Republic and the Empire until 476 A.D.

**HIS 338 (F, S)**

THE EARLY MIDDLE AGES

3 credits / Core II

A study of the period from 284 A.D. until c. 1000 A.D., emphasizing the synthesis of Roman, Christian, and barbarian cultures.

**HIS 339 (F, S)**

THE LATER MIDDLE AGES

3 credits / Core II

A study of the period from c. 1000 A.D. until the Renaissance, focusing on the social, economic, intellectual, and political revival of Europe.

**HIS 343 (F, S)**

MODERN EUROPE TO 1870:

THE AGE OF REVOLUTIONS

3 credits

A survey of Europe centered on the political and social development in Germany and France, and the impact of Russia's rise to world power.

**HIS 345 (F, S)**

MODERN EUROPE SINCE 1870:

THE AGE OF VIOLENCE

3 credits

A detailed survey of Europe in the last hundred years.

**HIS 348 (F, S)**

SLAVIC AND EASTERN

EUROPEAN HISTORY

3 credits / Core II

An examination of the rise of Slavic civilization and the present problems of Eastern Europe.

**HIS 440 (F, S)**

MODERN IRELAND

3 credits / Core II

An examination of the major political, social, and economic developments in Ireland since the Famine of 1845.

**HIS 452 (F, S)**

MODERN RUSSIA

3 credits / Core II

The history of Russia from 1917 to the present.

**HIS 458 (F, S)**

RECENT BRITAIN: EMPIRE TO

WELFARE STATE

3 credits / Core II

A detailed analysis of the decay of the Empire, the rise of the welfare state, and the impact of both on English life.

## Area III: Third World/ Non-Western

**HIS 307 (F, S)**

LATIN AMERICA: THE

COLONIAL PERIOD

3 credits / Core II

A survey that treats the Inca, Aztec, and Maya cultures. African influences as well as Spanish and Portuguese contributions to the development of Latin America.

**HIS 308 (F, S)**

LATIN AMERICA IN REVOLUTION

3 credits / Core II

Revolutionary movements in Latin America from Independence to the present, with special emphasis on Cuba, Chile, Mexico, Brazil, and Central America.

**HIS 325 (F, S)**

IMPERIALISM IN THE MODERN WORLD

3 credits / Core II

A study of the expansion of western nations into the world of Asia and Africa in the 19th century, and the contraction of western influence in these areas in the 20th century.

**HIS 344 (F, S)**

TOPICS IN AFRICAN HISTORY

3 credits / Core II

An account of the empires, tribes, and development of Africa from earliest times to the present.

**HIS 346 (F, S)**

EAST ASIA IN THE MODERN WORLD

3 credits / Core II

Changes in Modern Asia as a result of the rise of industrialism, urbanism, nationalism, and western influence.

**HIS 350 (F)**

TRADITIONAL CHINA TO 1840

3 credits / Core II

This course will trace the social, political, cultural, and economic origins of the Chinese dynastic system, the elaboration and triumph of Confucianism, and the expansion of the empire south of the Yangtze and west to Central Asia. The course will conclude with an overview of



the initial western intrusion into this wealthiest and most populous of traditional civilizations.

**HIS 351 (S)**

MODERN CHINA, 1840 TO  
THE PRESENT

3 credits / Core II

Beginning with the traumas of the Opium Wars and Taiping Rebellion, this course will provide an overview of China's initial attempts at using foreign technology to safeguard the Confucian polity, the rending of the social fabric during the Republican and Civil War eras, the eventual triumph of Chinese Communism. The economic reforms of Deng Xiaoping and the events leading to Tiananmen Square will receive particular attention.

**HIS 352 (F)**

TRADITIONAL JAPAN TO 1840

3 credits / Core II

For nearly two millennia, the people of Japan have shown a remarkable ability to marry religious, political, and cultural innovations from abroad with vigorous indigenous institutions. The result has been one of the world's most remarkable cultural syntheses. This course will trace the origins and development of the imperial system, the influence of Shinto and Buddhism, the development and elaboration of the early Shogunates, and conclude with an examination of Tokugawa society on the eve of Japan's "opening" to the west.

**HIS 353 (S)**

MODERN JAPAN, 1840 TO THE PRESENT  
3 credits / Core II

This course will assess the astounding transformation of Japan from Tokugawa seclusion to the dynamic superpower of today. Along the way such topics as the impact of the Meiji Restoration, Japan's "special relationship" with China and the Asian mainland, the grand catastrophe of World War II, and the resurgence of a demilitarized economic colossus in the Pacific Rim will be examined.

**HIS 354 (F,S)**

THE MODERN MIDDLE EAST  
3 credits / Core II

This course will focus on the Middle East from the Crimean War to the present, with emphasis on the dissolution of the Ottoman Empire, the role of Western imperialism in the creation of modern state in North Africa and West Asia, the Arab-Israeli conflict, oil and Arab nationalism.

**HIS 370/470**

SPECIAL TOPICS IN  
THIRD WORLD AREAS

3 credits / Core II

Central America, the Middle East, China, India, etc.

## Other Courses: Depending on the specific topic, these courses can be taken for either Area I, II, or III.

**HIS 340 (F,S)**

TOPICS IN MODERN HISTORY

3 credits / Core II

An examination of selected topics illustrating the political, social, and cultural history of the modern world.

**HIS 460 (F,S)**

DIRECTED READINGS

3 credits

Readings of certain basic books relating to a specific historical topic, theme, or era; assignments discussed in seminar-tutorial fashion.

**HIS 480 (F,S)**

SEMINAR

3 credits

Methodology and historiography; bibliographical essay required.

**HIS 481 (F,S)**

SEMINAR

3 credits

Writing a research paper.

**HIS 482-485**

SEMINARS

3 - 6 credits

## INTERNATIONAL STUDIES MINOR

Directed by: Joshua Buch, Ph.D.,  
Finance Department

(See requirements for International  
Studies Minor on page 85.)

## JUSTICE AND SOCIETY STUDIES MINOR

Directed by: David Efrogmson, Ph.D.,  
Religion Department

**REQUIREMENTS**

Two courses from the following:

- ECN 201 (prerequisite is ECN 150), PHL 206, POL 260, REL 321.

Two courses from the following  
Humanities group:

- ENG 160, 302; HIS 333, 337; PHL 212, 338; REL 212, 223, 323.

Two courses from the following group  
of Social Science, Physical Science, and  
Business courses:

- CRJ 221, 387; ECN 330, 340 (prerequisite is ECN 150); EDC 201; HCA 371; MGT 363; PHY 120; POL 303; SOC 262, 330-331 (identical with SWK 330-331); SWK 102.

## LIFE SCIENCE MINOR

Directed by: Annette O'Connor, Ph.D.,  
Biology Department

**REQUIREMENTS**

Required: 6 Courses

- CHM 111 or CHM 161
- BIO 210
- 4 additional biology courses from the 160/200/300/400 level with at least two from the 300/400 level (these courses must be approved by the Biology Department Chairperson)

(Please note: BIO 210 is a prerequisite for all higher numbered BIO courses; college chemistry is a prerequisite for 300/400-level BIO courses.)

# MATHEMATICS AND COMPUTER SCIENCE

## FACULTY

Richard A. DiDio, Ph.D., Chair

Professors: Longo, McCarty, Wijsmuller

Associate Professors: Andrilli, DiDio, Hofmann, Kirsch, McManus, O'Neill, Wiley

Assistant Professors: Elliott, Khasawneh, Michalek, Turk

## FOUNDATION COURSES

CSC 151, 152, 157\*

Select the appropriate CSC foundation course according to major:

- Mathematics and computer science majors are required to take CSC 157.
- Students who plan to minor in computer science or take a significant number of computer science courses should take CSC 157.
- Other science majors should take either CSC 152 or CSC 157.
- Business majors are advised to take CSC 151.
- Students in the remaining majors should choose between CSC 151 and CSC 152.

\*There are prerequisites for CSC 157. See "Conditions for Acceptance into CSC 157" below.

## REQUIREMENTS

- Required for a Major in Mathematics: 15 courses
- Required for a Major in Mathematics-Education: 12+ courses
- Required for a Major in Computer Science: 18 courses (B.A.) or 22 courses (B.S.)

The department offers major programs in mathematics, mathematics-education, and computer science. The combination of required and elective courses within each program allows the design of a course of study based on career objectives and personal interests. A departmental advisor will assist students in choosing and proceeding through a selected program.

## MATHEMATICS: (15 COURSES)

MTH 120, 221, 222, 240, 321, 341; CSC 157; PHY 105 and one from PHY 106, MTH 322, MTH 410, MTH 425; six additional mathematics courses from Section B below.

## MATHEMATICS-EDUCATION: (12+ COURSES)

MTH 140, 120, 221, 222, 240, 321, 330, 341; CSC 157; PHY 105 and one from PHY 106, MTH 322, MTH 410, MTH 425; one additional mathematics course from Section B below; plus additional courses as specified by the Education Department.

## COMPUTER SCIENCE

Two major programs provide a strong foundation in the discipline of computing; one leads to a B.A. degree and the other to a B.S. degree. A major goal of these programs is the preparation of graduates for direct entry into the computing profession with sufficient background to make continuing contributions. The B.S. program in computer science provides the foundation for remaining current in computing science. It requires courses in related fields and provides breadth and depth in the discipline. The B.A. program is applications-oriented and has fewer required courses to provide greater flexibility. It is strongly recommended that students in the B.A. program choose an appropriate minor in consultation with a departmental advisor. Students selecting computer science as a major will normally choose either the B.A. or the B.S. program by the end of the sophomore year.

Conditions for Acceptance into CSC 157:

Admittance to CSC 157 (Computing and Problem Solving) is permitted only if the following conditions are satisfied:

- The student has taken, or is currently taking, a one-semester course of college-level mathematics.
- The student can demonstrate competency in disk management, word processing, and spreadsheet use in a windowed environment\* OR the student has successfully completed either CSC 151 or 152.

\*A test demonstrating this computer competency is administered by the department.

Admission to advanced standing in CSC:

Students wishing to take advanced level (300-400) courses in computer science must be admitted to advanced standing in the program or have permission of the Chair. A certificate of advanced standing in computer science will be awarded when a student has completed MTH 120, MTH 140, and the required 100-200 level computer science courses with a C (2.00) average or better. Students may pre-register for advanced level courses before certification of advanced standing in computer science but are not permitted to take such courses until certified.

## B.A. IN COMPUTER SCIENCE: (18 COURSES)

CSC 157, 162, 254, 257, 264, 351, 354, 459, four computer science courses chosen from sections C and D below with at least one from section C; MTH 120, 140, MTH 221 or MTH 240; PHY 201-202; one approved course in probability and statistics.

## B.S. IN COMPUTER SCIENCE: (22 COURSES)

CSC 157, 162, 257, 264, 354, 362, 366, 457, 459, 464, two computer science courses chosen from section D below; MTH 120, 140, 221, 240; PHY 105-106; PHY 201-202; one additional approved science course; one approved course in probability and statistics.

## DUAL MAJOR IN COMPUTER SCIENCE (B.A.)-MATHEMATICS: (25 COURSES)

CSC 157, 162, 254, 257, 264, 351, 354, 459; four additional computer science courses from Sections C and D below with at least one from section C; MTH 120, 221, 222, 240, 321, 341, 410; four additional MTH courses from Section B below; PHY 201-202.

## DUAL MAJOR IN COMPUTER SCIENCE (B.S.)-MATHEMATICS: (27 COURSES)

CSC 157, 162, 257, 264, 354, 362, 366, 457, 459, and 464; two additional computer science courses from Section D below; MTH 120, 221, 222, 240, 321, 341, 410; four additional MTH courses from Section B below with at least one from MTH 322, 345, or 425; PHY 105-106; PHY 201-202.

Dual majors require approval of the Dean and Department Chair.

## COURSE DESCRIPTIONS

### Mathematics

#### SECTION A:

##### MTH 101 (F)

INTERMEDIATE ALGEBRA

3 credits

Algebraic operations; linear and quadratic equations; exponents and radicals; elementary functions; graphs; systems of linear equations. NOTE : Not to be taken to fulfill major requirements. Students who have other college credits in mathematics must obtain permission of the Department Chair to enroll in this course.

##### MTH 113 (F,S)

ALGEBRA AND TRIGONOMETRY

4 credits

Review of algebra; simultaneous equations; trigonometry; functions and graphs; properties of logarithmic, exponential, and trigonometric functions; problem solving and modeling.

##### MTH 115 (F,S)

FINITE MATHEMATICS

3 credits

Linear systems, matrices and linear programming; permutations and combinations; elementary probability. Intended for business, social science and liberal arts majors who have had at least two years of high school algebra.

##### MTH 116 (F,S)

INTRODUCTION TO CALCULUS

3 credits

Fundamentals of differential and integral calculus with applications of calculus to the management and social sciences. Prerequisite: MTH 115.

##### MTH 120 (F,S)

CALCULUS AND ANALYTIC GEOMETRY I

4 credits

Functions of various types: rational, trigonometric, exponential, logarithmic; limits and continuity; the derivative of a function and its interpretation; applications of derivatives including maxima and minima and curve sketching; antiderivatives; the definite integral and approximations; the fundamental theorem of calculus; applications of integration including areas and volumes. Prerequisite: MTH 113 or equivalent in secondary school mathematics.

##### MTH 140 (S)

DISCRETE MATHEMATICS

3 credits

Propositional logic; methods of proof; sets; basic properties of integers; matrix operations; permutations and combinations; elementary probability; functions and relations; equivalence relations; partial orderings; graphs and digraphs; Boolean algebras and logic circuits; Karnaugh maps.

##### MTH 221 (F,S)

CALCULUS AND ANALYTIC GEOMETRY II

4 credits

Techniques of integration for various functions including algebraic, trigonometric, logarithmic, and exponential functions; inverse functions; improper integrals; additional applications of integration; parametric equations; polar coordinates and the calculus of polar functions; conic sections; introduction to infinite series. Prerequisite: MTH 120.

##### MTH 222 (F)

CALCULUS AND ANALYTIC GEOMETRY III

4 credits

In-depth treatment of infinite series. Three-dimensional geometry including equations of lines and planes in space, vectors. An introduction to multi-variable calculus including vector-valued functions, partial differentiation, optimization and multiple integration. Applications of partial differentiation and multiple integration. Prerequisite: MTH 221.

##### MTH 240 (S)

LINEAR ALGEBRA

3 credits

Systems of linear equations; matrices; determinants; real vector spaces; subspaces; span and linear independence; basis and dimension; Gram-Schmidt

process; linear transformations; change of basis; eigenvalues and eigenvectors; diagonalization; applications.

##### MTH 321 (F)

INTRODUCTION TO ANALYSIS

3 credits

Introduction to the foundations of the calculus; topology of the reals; limit theorems; fundamental theorems of the differential and integral calculus. Prerequisite : MTH 222.

##### MTH 341 (F)

ABSTRACT ALGEBRA

3 credits

Sets and mappings; groups, rings, fields, and integral domains; substructures and quotient structures; homomorphisms and isomorphisms; abelian and cyclic groups; symmetric and alternating groups; polynomial rings. Prerequisite: MTH 240, or permission of instructor.

##### MTH 470, 471, 472, 473

SELECTED TOPICS IN MATHEMATICS

3 credits

An introduction to specialized research, concentrating on one particular aspect of mathematics. The subject matter will vary from term to term. With approval of the Department Chair these courses may count in Section B.

#### SECTION B:

##### MTH 322 (S)

DIFFERENTIAL EQUATIONS

3 credits

Analytical, graphical, and numerical techniques for first and higher order differential equations; power series and Laplace transform methods; systems of coupled linear differential equations; phase portraits and stability; applications in the natural and social sciences. Prerequisite: MTH 221.

##### MTH 330 (F 1998, 2000)

MODERN GEOMETRIES

3 credits

Topics from Euclidean geometry, projective geometry, the classical non-Euclidean geometries; recent developments in geometry. Prerequisite: MTH 240.

##### MTH 345 (F 1997, 1999)

COMBINATORICS

3 credits

Permutations and combinations; generating functions; recurrence relations and

difference equations; inclusion/exclusion principle; derangements; other counting techniques, including cycle indexing and Polya's method of enumeration. Prerequisite: MTH 221.

**MTH 410 (F 1997, 1999)**

PROBABILITY AND STATISTICS I

3 credits

Sample spaces and probability measures; descriptive statistics; combinatorics; conditional probability and independence; random variables; joint densities and distributions; conditional distributions; functions of a random variable; expected value and variance; Chebyshev's inequality; correlation coefficient; laws of large numbers; the Central Limit Theorem; various distribution models. Prerequisite: MTH 222.

**MTH 411 (S 1998, 2000)**

PROBABILITY AND STATISTICS II

3 credits

Measures of central tendency and variability; random sampling from normal and non-normal populations; estimation of parameters; maximum likelihood estimates; confidence intervals and hypothesis testing; normal, chi-square, Student's *t*, and *F* distributions; analysis of variance; randomized block design; correlation and regression. Prerequisite: MTH 410.

**MTH 421 (S 1999)**

NUMERICAL ANALYSIS

4 credits

Basic concepts; interpolation and approximations; summation and finite differences; numerical differentiation and integration; roots of equations. Prerequisites: MTH 222, CSC 157.

**MTH 424 (S 1998, 2000)**

COMPLEX VARIABLES

3 credits

Analytic functions; Cauchy-Riemann equations; Cauchy's integral theorem; power series; infinite series; calculus of residues; contour integration; conformal mapping. Prerequisite: MTH 222, or permission of instructor.

**MTH 425 (F 1998, 2000)**

MATHEMATICAL MODELING

3 credits

Uses of mathematical methods to model real-world situations, including energy management, assembly-line control, inventory problems, population growth, predator-prey models. Other topics include: least squares, optimization methods, interpolation, interactive dynamic

systems, and simulation modeling. Prerequisite: MTH 221.

**MTH 430 (S 1999)**

TOPOLOGY

3 credits

Topological spaces; subspaces; product spaces; quotient spaces; connectedness; compactness; metric spaces; applications to analysis. Prerequisite: MTH 321 or 341.

## Computer Science

**CSC 151 (F, S)**

INTRODUCTION TO COMPUTING

USING PACKAGES

3 credits / Foundation

Survey of computers and computer systems; problem solving and computer applications for business and social science. Introduction to a PC-based Graphical User Interface/windowed operating system. Computer packages include a word processor, electronic spreadsheet, and a database management system.

**CSC 152 (F, S)**

INTRODUCTION TO COMPUTING:

MATHEMATICS/SCIENCE APPLICATIONS

3 credits / Foundation

Survey of computers and computer systems; problem solving and computer applications for science and mathematics including data analysis and regression; introduction to a PC-based Graphical User Interface/windowed operating system; word processing; design and use of electronic spreadsheets; programming within an application environment.

**CSC 157 (F, S)**

COMPUTING AND PROBLEM SOLVING

4 credits / Foundation

Development of computer problem solving techniques and algorithms. Introduction to the C programming language, including control and data structures. Three hours of lecture and two hours of laboratory per week. Pre-requisites: see "Conditions for Acceptance into CSC 157" above.

**CSC 162 (F, S)**

INTRODUCTION TO DATA

STRUCTURES AND ALGORITHMS

4 credits

Continuation of CSC 157 using the C++ programming language and object-oriented design methodologies. The course is based on abstract data types including lists, stacks, queues, and binary trees.

Recursive techniques, searching and sorting algorithms are treated. Three hours of lecture and two hours of laboratory per week. Prerequisite: CSC 157.

**CSC 254 (S 1998, 2000)**

FILE AND DATA MANAGEMENT SYSTEMS

3 credits

Logical and physical data organization. Secondary storage devices, blocks, buffers and files. File types and file management: sequential, indexed and direct. File processing: control breaks, master file update, sort. Record addressing techniques, hashing, multikey processing. Structured programming in COBOL. Prerequisite: CSC 162 or permission of the Department Chair.

**CSC 257 (F)**

COMPUTER STRUCTURE AND ARCHITECTURE

3 credits

Introduction to computer structure and architecture with programming assignments done in assembly language. Machine language; assembly language; addressing techniques; CPU structure and function; interconnects; bus operations; input/output; subroutines; interrupts; error handling; alternative architectures. Prerequisite: CSC 162 or permission of the Department Chair.

**CSC 264 (S)**

DATA BASE MANAGEMENT SYSTEMS

3 credits

Components of data base systems, data base models: entity-relationship, relational, hierarchical, network; normalization, integrity, relational algebra, query languages, system security, distributed databases, social and ethical concerns. Implementation of case studies using a relational DBMS. Prerequisite: CSC 162 or permission of the Department Chair.

**CSC 350 (S 1998, 2000)**

INTRODUCTION TO DATABASE MANAGEMENT

3 credits

Database design from requirements phase through implementation. Data models: relational, hierarchical and network. Relational algebra and implementation of case studies using a relational DBMS. Functions of database administration, concurrency, backup and recovery, security, integrity and redundancy control. This course may not be used as part of the major program in Computer Science. Prerequisite: CSC 151 or 152.

**CSC 351 (S 1999)**

## PC APPLICATIONS

3 credits

The integration, customization, and automation of various computer packages for the personal computer including word processors, spreadsheets, databases, communication, graphics, and desktop publishing; graphical user interfaces, windowing, and multimedia technology. The emphasis is on sharing data and functionality among applications, and on custom application development. This course is taught in two hours of lecture and two hours of laboratory per week. Prerequisite: CSC 162.

**CSC 354 (F)**

## DATA STRUCTURES

3 credits

An in-depth treatment of a variety of data structures and their associated algorithms. Stacks, queues, arrays and their address mapping functions. Linear lists, list operations, sequential and linked storage allocation, and garbage collection. Trees, binary trees, tree operations, and use of trees in sorting and searching. Multi-linked structures. Dynamic storage allocation; files and file structures; hash codes and comparison of search methods. Prerequisite: CSC 162.

**CSC 450, 451 (F, S)**

## COOPERATIVE EDUCATION

3-6 credits

Prerequisite: permission of Department Chair.

**CSC 459 (F)**

## SOFTWARE ENGINEERING

4 credits

Basic concepts and major issues of software engineering; project planning; cost estimation; requirement definition; software design; implementation issues; programming language features; validation techniques; software maintenance. Requires a team project to design, develop, document, test, and maintain a software system. This course is taught in three hours of lecture and two hours of laboratory per week. Prerequisite: Senior Computer Science standing.

**CSC 470, 471, 472, 473**SELECTED TOPICS IN  
COMPUTER SCIENCE

3 credits

An introduction to specialized research in computers and computing, concentrating on one particular aspect of computer science. The subject matter will vary from term to term. With approval of the Department Chair, these courses may count in section D.

**SECTION C:****CSC 362 (F 1997, 1999)**COMMUNICATION NETWORKS AND  
COOPERATIVE PROCESSING

3 credits

This course focuses on current methods and practices in the use of computer networks to enable communication. Topics include: physical layers, architectural layers, design, operation, management, and the ISO standards. Both local and wide area networks are examined. Student projects include LAN design and administration. Prerequisite: CSC 257.

**CSC 366 (S 1998, 2000)**

## LANGUAGE THEORY AND DESIGN

4 credits

Programming languages: historical perspective and underlying serial computation model; theory: finite automata, Backus-Naur Form, representations, and grammars; and design: syntax, semantics, run-time implementation and application domains. Language paradigms including procedural, functional, logic, object-oriented, and non-sequential processing. Mapping language paradigms onto problem domains, using high level languages code generators. This course is taught in three hours of lecture and two hours of laboratory per week. (Note: Credit will not be granted for both CSC 356 and CSC 366.) Prerequisite: CSC 257.

**CSC 457 (S 1999)**

## OPERATING SYSTEMS

3 credits

Principles and concepts of process and resource management in operating systems. I/O programming; interrupt mechanism; memory management; processor management; scheduler; traffic controller; device management; and information management and file systems. Prerequisite: CSC 354.

**CSC 464 (S 1999)**

## THEORY OF ALGORITHMS

3 credits

Problem solving strategies including: divide and conquer, greedy, backtracking, and dynamic programming. Complexity analysis of algorithms. Introduction to complexity classes P and NP, with strategies for NP-complete problems. Iterative approximation methods. Introduction to parallel and distributed algorithms. Prerequisite: CSC 354.

**SECTION D:****CSC 453 (S 1999)**

## COMPUTER GRAPHICS

3 credits

Introduction to computer graphics, beginning with elementary methods for picture generation. Graphical methods for forming various geometric figures (e.g., lines, circles, polygons). Representations of two- and three-dimensional objects. Other topics include: transformations, windows and clipping, hidden line/surface removal. Prerequisites: CSC 354 and MTH 240.

**CSC 456 (F 1998, 2000)**

## ARTIFICIAL INTELLIGENCE

3 credits

Introduction to an AI programming language such as LISP or PROLOG; AI in theory: knowledge representation and problem-solving techniques with production, blackboard, logic-based, and object-oriented systems; AI in practice: game playing, expert, natural language understanding, learning, perceiving, and robotic systems. Prerequisite: Advanced Standing.

**CSC 458 (S 1998, 2000)**COMPUTER COMMUNICATIONS  
AND INTERFACING

3 credits

Serial transmission of data. Theory and applications of operational amplifiers. Digital to analog, and analog to digital conversion. Elements of alternating current theory. Bus functions, transmission lines and modem theory. The course includes several required construction projects. Prerequisite: PHY 271.

## MILITARY SCIENCE

All students enrolled in Military Science courses will participate in a weekly leadership laboratory (held at Drexel University), one weekend field training exercise per semester, and a physical training program as part of each Military Science course. This training augments the classroom instruction and is included with classroom instruction in determining the final grade.

### COURSE DESCRIPTIONS

#### MSC 101 (F)

INTRODUCTION TO  
MILITARY SCIENCE I  
1 credit

An introduction to the Army ROTC program. Course material includes an introduction to the organization and functions of the U.S. Army. The course focuses on the customs and traditions of the Army, oral presentations, and basic military skills. In addition, students will be introduced to leadership and management theories to prepare them to work with and lead others effectively and efficiently.

#### MSC 102 (S)

INTRODUCTION TO  
MILITARY SCIENCE II  
1 credit

Continuation of MSC 101. Provides additional instruction in military-related subjects of general student interest. This course includes an introduction to time management, writing and preparing effective presentations, administering physical fitness programs, practical experience in military leadership, and first aid.

#### MSC 201 (F)

FUNDAMENTALS OF LEADERSHIP  
2 credits

This course is designed to examine the basic leadership and management functions in relationship to individual and group behavior. Orientation is toward the application of basic leadership and management theory and the analysis of factors which provide the foundation for organizational success. This course also introduces the student to advanced individual military skills and applied leadership techniques necessary to be an effective junior leader in the U.S. Army.

#### MSC 202 (S)

FUNDAMENTALS OF LEADERSHIP II  
2 credits

This course expands on the topics addressed the previous semester, focusing on preparing students to enter the advanced course in their junior year.

#### MSC 301 (F)

LEADERSHIP AND MANAGEMENT I  
3 credits

This course is designed to expose the student to tactical operations and teach the duties and responsibilities of small unit leaders. Course work includes planning, coordinating, and controlling small unit operations and preparation of oral and written operation orders. Prerequisites: Must have completed or have credit for MSC 101, 102, 201, and 202. Note: This class is held at Drexel University.

#### MSC 302 (S)

LEADERSHIP AND MANAGEMENT II  
3 credits

This course is designed to build on the technical and tactical operations taught in MSC 301. Emphasis is on developing and supervising small unit missions. All course work supports and prepares the student for the ROTC advanced camp in the summer. Prerequisite: Must have completed MSC 301. Note: This class is held at Drexel University.

#### MSC 401 (F)

LEADERSHIP DIMENSIONS  
AND PRACTICE  
3 credits

This course is designed to introduce the student to the Army training philosophy and mission-focused planning process. The student will learn how to prepare for and conduct training, how to evaluate training, and how to conduct an after-action review of a training session. The second portion of the course deals with leadership counseling and the ethical aspects of leadership, including the ethical decision-making model, and the ethical challenges facing the military leader. Prerequisites: Completion of MSC 301 and 302, or special permission of the Professor of Military Science. Note: This course is held at Drexel University.

#### MSC 402 (S)

CONTEMPORARY MILITARY POLICY  
3 credits

The course will present the full range of the judicial system used in the military, and the Army personnel, logistic, and resource management systems; personal

financial management; and the various support agencies and activities available to assist military units and individuals. The aim of the course is the final preparation of the student for his or her initial assignment as a Second Lieutenant in the U.S. Army. Prerequisite: Completion of MSC 401. Note: This course is held at Drexel University.

## MUSIC

(See Fine Arts.)

## PHILOSOPHY

### FACULTY

Michael Kerlin, Ph.D., Chair

Professors: Kerlin, Sullivan

Associate Professors: Dallery,  
Van Fleteren

Assistant Professors: Moreau,  
Tsakiridou, Volpe

### FOUNDATION COURSES

PHL 151, 152

### CORE COURSES

Approved for Core I:

- General Topics: PHL 201, 206, 212, 264, 267, 269.
- Special Interest: PHL 270, 303, 305, 308, 309, 310, 311, 313, 323, 325, 326, 327, 328, 329, 330-336, 338, 341, 350, 370, 470. You may take one or two courses in philosophy to fulfill your Core IA requirement.

### REQUIREMENTS

Required for Major in Philosophy:  
13 courses

- Foundation course
- PHL 311 or 323
- PHL 264 or 325
- PHL 326, 327, 328, 329, 330, 480
- Four other courses beyond the Foundation level.

## COURSE DESCRIPTIONS

**PHL 151**

## CONCEPTS OF HUMANITY

3 credits / Foundation

A study of the concepts of humanity which underlie and affect thought, values, and actions in personal life and society.

**PHL 152**

## MORAL INQUIRY AND MORAL CHOICE

3 credits / Foundation

A study of the major moral theories related to how human beings do and ought to make moral decisions. Applications of these moral frameworks to contemporary moral issues will be an integral part of the course.

**PHL 201 (F,S)**

## ART AND CREATIVITY (AESTHETICS)

3 credits / Core I

A consideration of the philosophical basis for making judgments about the art experience. Designed to acquaint the student with the major features and thinkers of the classical, romantic, and modern periods.

**PHL 206 (S)**

## SOCIAL AND POLITICAL PHILOSOPHY

3 credits / Core I

A critical examination of the nature of society through the reading and discussion of primary philosophical texts. Themes include: person and society, the foundation of the political order, human rights and law, justice and society, the natural and the social sciences.

**PHL 212 (F)**

## CURRENT ETHICAL ISSUES

3 credits / Core I

An application of ethical principles to present-day moral problems and controversies. Issues include sexual behavior, nuclear war, abortion and economic justice. Readings drawn mainly from contemporary philosophical authors.

**PHL 213 (F)**

## PHILOSOPHY OF SPORTS

3 credits

A philosophical investigation of sports and athletics and their significance as a basic human experience. Topics include sports and the achievement of human excellence; sports as a basis of social and cultural structure; and the analysis of sports in philosophical movements such as Marxism and existentialism.

**PHL 222 (S)**

## LOVE AND HUMAN SEXUALITY

3 credits

A philosophical exploration of human love and sexuality. Attention will be given to the connection between the philosophical approach and that of other disciplines. Works by authors such as Plato, Aristotle, Thomas Aquinas, Santayana, Ortega y Gasset and Sartre will be read.

**PHL 223 (S)**

## PERSPECTIVES ON DEATH

3 credits

A study of various philosophical strategies for coming to terms with human death. Western and non-Western sources will be used. Philosophical views on death applied to problems such as aging and dying, suicide and euthanasia, the medical conquest of death, and definitions of death. Of particular value for students choosing careers in the health professions.

**PHL 264 (F,S)**

## CRITICAL THINKING

3 credits / Core I

Aims at developing the skill of analyzing, interpreting and criticizing arguments from a variety of disciplines. Topics include: clarification of concepts, distinguishing between conclusions and reasons for conclusions, evaluation of arguments, and the recognition of fallacies.

**PHL 267 (F,S)**

## PHILOSOPHICAL APPROACHES TO GOD

3 credits / Core I

A study of philosophical positions about the existence and nature of God. Themes discussed include various concepts of God; the possibility of proof for the existence of God; and the philosophical dimensions of the religious experience.

**PHL 269 (F,S)**

## WORK AND CULTURE

3 credits / Core I

A philosophical consideration of the relationship between work and other dimensions of human life. Topics include: work and society, work and rationality, work and morality, work and play, work and creativity, work and alienation.

**PHL 270**

## SPECIAL TOPICS

3 credits / Core I

Some recent topics have included:

- Philosophy and Literature
- Philosophy and Photography
- Post-Modernism
- East European Philosophy
- Art and Facism

**PHL 303 (S)**

## AMERICAN PHILOSOPHY

3 credits / Core I

A critical history of thought in North America tracing its gradual transformation from seventeenth century Puritanism to twentieth century pragmatism.

**PHL 305 (F)**

## PHILOSOPHY OF COMMUNISM

3 credits / Core I

An historical and systematic study of the Communist movement with special emphasis on the writings of Marx and Engels, but with attention to the development of theory and practice among contemporary Marxists.

**PHL 308 (S)**

## THE PHILOSOPHY OF HISTORY

3 credits / Core I

A study of some of the principal viewpoints about historical knowledge and historical development. Problems discussed include: subjectivity and objectivity, causality and explanation, perspective and relativity in history. The great schemes of historical interpretation also considered.

**PHL 309 (F)**

## THE PHILOSOPHY OF THOMAS AQUINAS

3 credits / Core I

A study of the philosophical problems which arose in the Middle Ages and of the solutions proposed by Thomas Aquinas. Texts principally from *Essence and Existence* and the *Summa Theologiae*.

**PHL 310 (S)**

## EXISTENTIALISM

3 credits / Core I

An approach to contemporary phenomenology and existentialism through philosophers such as Husserl, Heidegger, and Sartre. Topics include: the phenomenological method, human existence as process, meaning vs. absurdity, and the overcoming of alienation.



**PHL 311**

## PROBLEMS OF KNOWLEDGE

3 credits / Core I

A systematic investigation into the sources, limits, and nature of knowledge. Topics include: meaning and its relation to truth of statements; nature and criteria of truth, role of observation, perspective and conceptualization in the justification of knowledge claims.

**PHL 313**

## METAPHYSICS

3 credits / Core I

A study of the ways in which major philosophers have answered questions about the basic nature of reality.

**PHL 323**

## THE PHILOSOPHY OF SCIENCE

3 credits / Core I

The impact of scientific revolutions on observations and rationality in science studied through the writings of Kuhn and Feyerabend and others. Critical examinations of such concepts in science as scientific method, induction, verification, and falsification.

**PHL 325 (S)**

## SYMBOLIC LOGIC

3 credits / Core I

A study of the following aspects of symbolic logic: truth functional logic, quantificational logic, logic of relations, proofs of adequacy for the system used, undecidability and incompleteness, the relationship between modern logic and Aristotelian logic.

**PHL 326**

## HISTORY OF WESTERN PHILOSOPHY:

## ANCIENT PERIOD

3 credits / Core I

Philosophy in ancient Greece and Rome, with concentration on Plato and Aristotle.

**PHL 327**

## HISTORY OF WESTERN

## PHILOSOPHY: MEDIEVAL AND

## RENAISSANCE PERIODS

3 credits / Core I

From St. Augustine through the age of scholasticism to the Renaissance.

**PHL 328**

## HISTORY OF WESTERN PHILOSOPHY:

## MODERN PERIOD

3 credits / Core I

From Hobbes and Descartes to the Enlightenment, with concentration on the rationalists, empiricists, and Kant.

**PHL 329**

## HISTORY OF PHILOSOPHY:

## CONTEMPORARY PERIOD

3 credits / Core I

A survey of the principal philosophical movements of the last 100 years. Logical positivism, linguistic analysis, phenomenology, existentialism, and deconstructionism.

**PHL 330-336 (F)**

## THE GREAT PHILOSOPHERS

3 credits / Core I

An in-depth study of a single major thinker from the philosophical tradition. Emphasis on the critical reading of texts, although attention will be given to the historical setting of the thinker and his/her work. Previous thinkers have included **Beauvoir, Heidegger, Augustine, Wittgenstein, Pope John Paul II, and Maritain.**

**PHL 338**

## CONCEPTS OF LIBERATION:

## WOMEN AND MEN

3 credits / Core I

A critical study of the different accounts of inequality and oppression in the lives of men and women. Special attention to the ideals of liberation in the context of family, work and sexual relations and to the question of innate, or natural, differences between the sexes.

**PHL 341**

## MINDS, BRAINS, AND MACHINES

3 credits / Core I

An examination of human consciousness with a special emphasis on theories influenced by recent developments in psychology, in computer science, and in neurobiology. Topics include the relation between the mind and the brain, the possibility of building conscious machines, and the mental life of animals.

**PHL 350 (F)**

## BUSINESS ETHICS

3 credits / Core I

Business practices evaluated in the light of ethical principles. Special concern given to moral dimensions of management decision making and to the ethical problems of consumerism and government control.

**PHL 370**

## SPECIAL TOPICS

3 credits / Core I

**PHL 470**

## SPECIAL TOPICS

3 credits / Core I

**PHL 480 (S)**

## SEMINAR

3 credits

An investigation of a philosophical theme chosen each year by the department. Students will write a paper on the theme and present their work to the seminar. The seminar has for its purpose the integration of previous philosophical study. Required of philosophy majors; open to others with approval of Chair.

**PHYSICS**

(See Geology, Environmental Science, and Physics.)

**POLITICAL SCIENCE****FACULTY**

Joseph V. Brogan, Chair

Assistant Professors: Balchunis, Brogan, Hill

Lecturers: Burns, Foley, Gaige, Turzanski

**FOUNDATION COURSE**

POL 152

**CORE COURSES**

Approved courses for Core II:

- American Government: POL 110, 211, 215, 301, 302, 303, 304, 305, 310, 311, 314
- Comparative Government/Area Studies: POL 120, 221, 322
- International Politics: POL 240, 341, 342, 343, 344
- Political Theory: POL 260, 361, 362, 363

**REQUIREMENTS**

Required for Major in Political Science: 15 courses

- American Government: POL 110, 211
- Comparative Government: POL 120, 221
- International Politics: POL 240, 341

- Political Theory: POL 260, 361
- Five electives in political science
- Senior Seminar: POL 480-481

All political science courses except 460-461 and 480-481 are open to all students.

POL 152 does not count for credit toward the major in political science.

Dual Majors: The seminar requirement is waived for those whose second major is political science if a seminar is required in the other major. Depending on the other courses taken by the student whose second major is political science, the number of courses required ranges from 11 to 13.

Required for Minor in Political Science: 6 courses

- POL 110, 211
- Four electives in political science

POL 152 does not count for credit toward the minor in political science.

## COURSE DESCRIPTIONS

### POL 152 (F,S)

#### INTRODUCTION TO POLITICS AND GOVERNMENT

3 credits / Foundation

An introduction to the questions, principles, and methodologies of the study of politics and government through the examination of contemporary issues in American and international politics. This course does not fulfill major or minor requirements in political science.

## American Government

### POL 110 (F,S)

#### PRINCIPLES OF AMERICAN GOVERNMENT I

3 credits / Core II

An examination of the political processes underlying American Government. Topics include: constitutional development, federalism, political culture, public opinion, political parties and interest groups, elections and campaigns, politics and the media, and civil rights and liberties. Required of all political science majors and minors.

### POL 211 (S)

#### PRINCIPLES OF AMERICAN GOVERNMENT II

3 credits / Core II

Study of the structure and functions of American political institutions and their role in the making of public policy. Emphasis is on the study of Congress, the Presidency, the Bureaucracy, and the Supreme Court. Includes an introduction to the role of state and local governments and an overview of key issues of domestic and foreign policy. Required of all political science majors and minors. Prerequisite: POL 110 is recommended.

### POL 215 (S)

#### PUBLIC ADMINISTRATION

3 credits / Core II

An introduction to different concepts and aspects of public administration from a variety of theoretical viewpoints. Topics include: bureaucratic organization and leadership styles, program evaluation and productivity, budgeting, civil service, and public policy making.

### POL 301 (S)

#### STATE AND LOCAL GOVERNMENT

3 credits / Core II

A study of the state as a partner in the federal system; the states' constitutional development; and principles underlying state governmental organization, reorganization, and functions.

### POL 302 (F)

#### AMERICAN CONSTITUTIONAL LAW I

3 credits / Core II

A case study approach utilizing Supreme Court decisions provides an analysis of the governmental structure of the United States. Principal topics include: judicial review, separation of powers, federalism, extent and limit of Congressional and Presidential authority, the commerce and fiscal clauses of the Constitution.

### POL 303 (S)

#### AMERICAN CONSTITUTIONAL LAW II

3 credits / Core II

A case study approach utilizing Supreme Court decisions provides an analysis of the individual's relationship to the government under our Constitution. Principal topics include rights under the early Constitution, the incorporating process, First Amendment rights, procedural rights of the accused, equal protection and political rights. (Strongly recommended: Constitutional Law I).

### POL 304 (S)

#### CONGRESS AND THE LEGISLATIVE PROCESS

3 credits / Core II

The role of Congress in the legislative process; its internal operations and external political relations, especially with the President. Comparison of the characteristics of Congress with those of state legislatures and European legislative bodies.

### POL 305 (S)

#### THE PRESIDENT AND THE EXECUTIVE BRANCH

3 credits / Core II

An examination of the growth, both in size and power, of the Executive Branch of the national government. Topics covered include: the mechanics and significance of Presidential elections, the institution of the Presidency, Presidential-Congressional relations, and the limits of Presidential power.

### POL 310 (F)

#### POLITICAL PARTIES AND ELECTIONS

3 credits / Core II

A view of the political problems of the United States as revealed in the major and minor political parties that have arisen during the country's history.

### POL 311 (S)

#### WOMEN IN POLITICS

3 credits / Core II

An introduction to the history and issues associated with the movement for women's political equality. Topics include: women's suffrage, equal protection and the ERA, job discrimination, and women in political campaigns and elected offices.

### POL 314 (F)

#### MASS MEDIA AND POLITICS

3 credits / Core II

An examination of the influence of the mass media upon the American political process. Emphasis is on the role of the media in campaigns and elections.

## Comparative Government

### POL 120 (F)

#### GOVERNMENTS OF WESTERN EUROPE

3 credits / Core II

A political analysis of the constitutional principles and governmental organizations of England, France, and Germany. Required of all political science majors.

**POL 221 (S)**

LATIN AMERICAN POLITICS

3 credits / Core II

An examination of the common institutions and political practices that characterize Latin American governments. Mexico examined as an illustration of these institutions and practices. Required of all political science majors.

**POL 322 (F)**

THE GOVERNMENTS OF EASTERN

EUROPE AND RUSSIA

3 credits / Core II

A study of the politics and government in the former Soviet Union and Warsaw Pact nations of Eastern Europe, including the rise and fall of totalitarian communism and the prospects for democratic development.

## International Politics

**POL 240 (F)**

INTERNATIONAL RELATIONS

3 credits / Core II

An analysis of the basic patterns and major factors underlying international politics. Consideration of current international problems. Required of all political science majors.

**POL 341 (S)**

THE GLOBAL VILLAGE

3 credits / Core II

An analysis of the increasing functional obsolescence of the nation state under the pressures of transnational problems such as drugs, AIDS, and the environment. The emergence of regional and international organizations such as the European Community, the Organization of African States, and the Association of South East Asian Nations to meet these challenges. Required of all political science majors. Prerequisite: POL 240 is recommended.

**POL 342 (F)**

U.S. FOREIGN RELATIONS I

3 credits / Core II

A study of the diplomatic and military instruments of American foreign relations, the formal and informal powers and processes by which policy is made, and the basic patterns of national interest and policy prior to World War II.

**POL 343 (S)**

U.S. FOREIGN RELATIONS II

3 credits / Core II

An analysis of the main problems of American foreign relations from 1945 to the present. Prerequisite: POL 342.

**POL 344 (F)**

THE MIDDLE EAST AND THE WORLD

3 credits / Core II

A study of modern Middle Eastern politics, with emphasis on the origins, issues, and present stage of the Arab-Israeli conflict; an analysis of Western and Soviet foreign policies in the area, with the emphasis on America's mideast diplomacy.

## Political Theory

**POL 260 (F)**

SURVEY OF POLITICAL THOUGHT

3 credits / Core II

An analysis of the major political writers from Plato to the present. Emphasis on each author's concept of the state, its function and end, and his solution to the problem of the reconciliation of the common good with individual freedom. Required of all political science majors.

**POL 361 (S)**

LIBERAL DEMOCRACY AND ITS CRITICS

3 credits / Core II

Analysis of modern liberal democratic thought and the various criticisms of it from both the left and the right. Emphasis is on the reading of original sources by Locke, J.S. Mill, Rousseau, Burke, Marx, Nietzsche, etc. Required of all political science majors. Prerequisite: POL 260 is recommended.

**POL 362 (F)**

MODERN POLITICAL IDEOLOGIES

3 credits / Core II

An inquiry into the nature of modern ideological movements such as National Socialism and Marxism against the background of pre-modern ideological movements. Emphasis on examination of the conceptions of man, history, state, and revolution. Includes analysis of current trends in "post-modern" ideological movements.

**POL 363 (S)**

THE AMERICAN POLITICAL TRADITION

3 credits / Core II

An inquiry into various religious and philosophical threads, from the Puritan "city on a hill" to the '60s counter culture, which combine to form the fabric of American political thought. Analysis of original source material is stressed.

## Other Courses

**POL 270, 370, 470 (F, S)**SPECIAL TOPICS AND  
INDEPENDENT STUDY

3 credits

As interests indicate, special programs may be introduced into the curriculum discussing highly specialized problems for group or independent study.

**POL 460 (F, S)**

POLITICAL SCIENCE INTERNSHIP I

3 credits

Designed to give students the opportunity to apply their academic interest to relevant positions in the community. Placements will be provided and the students will be expected to give a comprehensive report on their experiences. Prerequisite: permission of the Chair.

**POL 461 (F, S)**

POLITICAL SCIENCE INTERNSHIP II

3 credits

With the permission of the Chair, a second semester involving a different experience may be undertaken.

**POL 480 (F)**

SEMINAR I

3 credits

A study of methods of research and scholarly writing. Directed research and reports on individual assignments. Required of all political science majors.

**POL 481 (S)**

SEMINAR II

3 credits

Supervised research and writing on major topic. Weekly presentation and group discussion of individual papers. Submission of written thesis. Required of all political science majors.

## PUBLIC ADMINISTRATION

(Administered by the Chair, Political Science Department)

Required for Major in Political Science/Public Administration:  
13 courses

- POL 110, 211, 215, 260, 301, 302, 480, 481
- ECN 150, 201, 213 or QNT 213.
- ACC 101, 102

## PSYCHOLOGY

### FACULTY

David J. Falcone Ph.D., Chair

Professors: Burke, McCarthy, Rooney

Associate Professors: Falcone, Filicetti, Kovarch, Oden, Smith

Assistant Professors: Hall, Pritchard, Watson

Professor Emeritus: McCarthy

### FOUNDATION COURSE

PSY 150

### CORE COURSES

Approved Courses for Core II: 205, 210, 215, 220, 225, 230. You may choose one or two psychology courses to fulfill Core II requirements.

### REQUIREMENTS

Required for Major in Psychology:

Track 1: 12 courses; Track 2: 12 courses; Track 3: 13 courses

Track 1: Pre-Graduate

- PSY 180, 310, 311, 330, 331
- Six electives in psychology, including three of the following: PSY 410, 415, 420, 425, 430
- MTH 115 or above (students anticipating graduate work in psychology are strongly advised to elect a second math course)

Track 2: General Studies

- PSY 180, 310, 311, 325 or 330
- Seven electives in psychology, including two of the following: PSY 410, 415, 420, 425, 430
- MTH 115 or above (students anticipating graduate work in psychology are strongly advised to elect a second math course)

Track 3: Work Psychology

(Preparation for careers and graduate study in Consumer Psychology, Human Factors, Industrial/Organizational Psychology, and Personnel Psychology)

- PSY 180, 230, 310, 311, 330, 331, 340, SPSS, and one psychology elective.
- Two electives in psychology from the following: PSY 410, 415, 420, 425, 430
- MTH 115 or above (students anticipating graduate work in psychology are strongly advised to elect a second math course)

Students are strongly advised to engage in relevant business or corporate activities through the PSY 485 practicum course

### COURSE DESCRIPTIONS

#### PSY 150 (F, S)

INTRODUCTION TO PSYCHOLOGY

3 Credits / Foundation

Introduction to the study of human behavior for the non-psychology major or non-psychology minor. Emphasis on methods, theories, and findings of psychological research. Areas covered include social behavior, developmental psychology and personality, among others.

#### PSY 180 (F, S)

PRINCIPLES OF PSYCHOLOGY

3 credits

A survey of the field of psychology designed for the psychology major and minor. Areas covered will focus on the fundamental findings of psychological research and on the methodological issues. Areas covered include motivation, learning, cognition and perception, among others. Required for all psychology majors and minors; taken as first major course.

#### PSY 205 (F, S)

PERSONALITY DYNAMICS AND ADJUSTMENT

3 credits / Core II

An analysis of the human system, the dynamics of individual behavior, and a consideration of resources necessary for effective living as they are related to a better understanding of personal adjustments in healthy persons developing toward maturity.

#### PSY 210 (F, S)

DEVELOPMENTAL PSYCHOLOGY

3 credits / Core II

A general study of the development of behavior and the human personality from conception through adulthood; special emphasis on childhood and adolescence.

#### PSY 215 (S)

AGING: PSYCHOLOGICAL ISSUES

3 credits / Core II

An introduction to the scientific study of aging. Theories, principles and research findings that are of a psychological nature will be studied.

#### PSY 220 (F, S)

PSYCHOPATHOLOGY

3 credits / Core II

An introductory course surveying the principal forms of mental disorders, with emphasis on causes, symptoms, and treatment. An analysis of the problem of maladaptive behavior and the study of certain personality and behavior patterns.

#### PSY 225 (S)

SOCIAL PSYCHOLOGY

3 credits / Core II

A study of the facts and theories dealing with the phenomena of social behavior. Focuses on individual behavior as it affects and is affected by the behavior of others.

#### PSY 230 (F)

INDUSTRIAL PSYCHOLOGY

3 credits / Core II

A study of those psychological principles, methods, and techniques which are especially relevant to an understanding of bureaucratic personnel, budgetary relationships, innovation, and the relationships of bureaucracy with clientele groups and the general public.

#### PSY 250 (F, S)

EFFECTIVE COMMUNICATION

3 credits

A deepening understanding of, and personal growth experiences in, the art of interpersonal communication. Attention given to listening and empathy, discussion and decision making, confrontation and conflict management, attitudinal systems and Gestalt, verbal and non-verbal communication, creative goal-setting, individual and social growth.

#### PSY 310 (F)

STATISTICS I

3 credits

An introduction to statistics, emphasizing such descriptive measures as central tendency, variability and correlation.

Prerequisites: MTH 115 or higher.

**PSY 311 (S)**

## STATISTICS II

3 credits

An intermediate course in inferential statistics, emphasizing such techniques as the analysis of variance and t-tests.

Prerequisite: PSY 310.

**PSY 325 (S)**

## RESEARCH METHODOLOGY

3 credits

A study of the nature of scientific research methodology; emphasis on critical reading and evaluating reports of studies and research; development of skill in writing review papers; utilization of research literature in the behavioral sciences; data analysis and critiques of extant research.

Prerequisites: PSY 180, 311.

**PSY 330 (F)**

## EXPERIMENTAL PSYCHOLOGY I

4 credits

A laboratory course designed to introduce the student to the classical psychological experiments and the methods of experimental design and research. Experiments on the sensory processes, perception, learning, memory, thought processes, and emotions. Prerequisites: PSY 180 and 311. Three hours lecture, two hours laboratory.

**PSY 331 (S)**

## EXPERIMENTAL PSYCHOLOGY II

4 credits

Lectures and discussions on modern experimental psychology. For laboratory work, the student plans, designs, and performs an original research experiment. Prerequisite: PSY 330. Three hours lecture, two hours laboratory.

**PSY 340 (S)**

## PSYCHOLOGICAL ASSESSMENT

3 credits

The selection, administration, and interpretation of psychological tests used in the measurement of aptitudes, achievement, interest, and personality. Prerequisite: PSY 180 and 311.

**PSY 350 (F,S)**COUNSELING THEORIES  
AND PRINCIPLES

3 credits

Theories and principles of the counseling process. The dynamics of human change. The objectives, work, and continuing problems of counseling. Prerequisite: PSY 180.

**PSY 360 (F)**

## READINGS IN PSYCHOLOGY

3 credits

Readings consist of basic books and periodicals having relevance for the broad field of psychology; assignments discussed in seminar fashion. Prerequisite: PSY 180.

**PSY 410 (F)**

## THEORIES OF LEARNING

3 credits

An analysis of the principal theories of learning in light of recent experiments in animal and human learning. Prerequisite: PSY 180.

**PSY 415 (S)**

## COGNITIVE PSYCHOLOGY

3 credits

A systematic study of the research and theories developed to explain human memory, language, thinking, and consciousness. Prerequisite: PSY 180.

**PSY 420 (S)**

## PHYSIOLOGICAL PSYCHOLOGY

3 credits

An introduction to the neurological and endocrinological bases of behavior. Consideration of sensory and motor processes, motivation and emotion, learning and memory. Prerequisite: PSY 180.

**PSY 425 (F)**

## THEORIES OF PERSONALITY

3 credits

A systematic study of the principal theories of personality with particular emphasis on recent trends, research methodology, and personality measurement. Prerequisite: PSY 180.

**PSY 430 (F)**HISTORY AND SYSTEMS OF  
PSYCHOLOGY

3 credits

An examination of the beginnings and development of psychology as a science and profession and of its various approaches, systems, fields, problems, and applications; the historical roots of these in philosophy, biology, and national culture. Prerequisite: PSY 180.

**PSY 470-471 (F,S)**

## SPECIAL TOPICS IN PSYCHOLOGY

3-6 credits

Content will vary each year to present the psychological underpinnings of issues on the contemporary American scene. Such topics as the psychology of drug use, of prejudice, of human sexuality, of attitude change, of religion, and of gender issues

will be treated in various semesters. Prerequisite: varies with topics.

**PSY 480-481 (F,S)**

## SEMINAR

3-6 credits

Readings, discussion, and analysis of contemporary psychological theories and research; individual student research and presentation of paper. Prerequisite: Junior or Senior standing as psychology major.

**PSY 485-486 (F,S)**PSYCHOLOGICAL RESEARCH  
OR PRACTICUM

3-6 credits

Offers the student the option of conducting a research project under the direction of a faculty member or of obtaining practical experience serving in an institutional setting under professional supervision. Students preparing for careers or graduate study in clinical areas of psychology can select from numerous practicum placements. Program planned in advance. Prerequisite: Junior or Senior standing as a psychology major. One or two terms.

**RELIGION****FACULTY**

Geffrey B. Kelly, S.T.D., Chair

Professors: Efroymson, Grosnick, Kelly, Ramshaw

Associate Professors: Campos, Keenan, Schepers

Assistant Professors: Devlin, Pastis, Yohe

Lecturers: Angeles, Brennan, Dolan, Echelmeier, Hallahan, Humm, Raphael, Utz

**FOUNDATION COURSES**

REL 151, 152, 153

**CORE COURSES**

Approved for Core I:

You may fulfill the requirements for Core IA by selecting any one or two religion course(s) except REL 151, 152, 153, 480.

## REQUIREMENTS

Required for Major in Religion:

13 courses

- REL 151 and either 152 or 153.
- Eleven religion electives, including at least one from each of the four study areas (biblical, theological, historical, and religious) and REL 480. At least one of these electives must be in a religious tradition outside of Judeo-Christianity.

Religion majors may choose the major program as described above or:

Religion-Education:

- The religion major requirements (chosen, with the guidance of the Chairperson, in view of a career in teaching), plus EDC 101, 203, 204, 304, 306, 401, 470.

## COURSE DESCRIPTIONS

### REL 151 (F,S)

THE BIBLE

3 credits / Foundation

A study of the foundational religious literature of Jews and Christians; its origins and growth; the history and the religious and theological ideas of the people who produced these writings, and the Near-Eastern cultures and literature which contributed to them.

### REL 152 (F,S)

CATHOLICISM IN THE MODERN WORLD

3 credits / Foundation

A historical and theological introduction to the study of Catholicism as it shapes and is shaped by the social, economic, political, and religious contexts of the late twentieth century. Selected contemporary issues facing Catholicism will be studied in light of the history of the issues and current theological thought.

### REL 153 (F,S)

THE DYNAMICS OF RELIGION

3 credits / Foundation

A study of the diverse patterns of thought, behavior, and social structures which express human religious experience. Designed to foster an understanding of the importance of religion in society, in social change, and in personal identity and transformation.

## Biblical Studies

### REL 212 (S)

THE PROPHETS OF ANCIENT ISRAEL

3 credits / Core I

Prophecy and prophetic literature in the Bible. Prophecy as an institution in the Near East; its unique development in Israel. The theological message of the biblical prophets.

### REL 214

THE GOSPELS

3 credits / Core I

This course is an introduction to the four New Testament gospels. While these texts agree on major events in the life of Jesus, they individually offer unique perspectives on who Jesus was. The three most similar, Mark, Matthew, and Luke, the synoptic gospels, will be studied first. We will give special attention to what scholars identify as the "Synoptic Problem." Next, we will explore apocryphal (non-biblical) gospel traditions about the life and teachings of Jesus.

### REL 216 (F)

ST. PAUL

3 credits / Core I

A study of the earliest Christian literature: the letters of Paul: background and context - the primitive church; analysis of the texts; problems and tentative solutions; Paul's contribution to Christianity yesterday and today.

### REL 311 (S)

THE BIBLE AND WOMEN

3 credits / Core I

A study of: 1) biblical passages pertaining to women, some telling stories of women and others prescribing women's behavior; and 2) hermeneutics, that is, the ways that especially the Christian churches have interpreted and used these passages in church life and social ethics.

## Theological Studies

### REL 220 (S)

THE CHURCH: ISSUES AND PROBLEMS

3 credits / Core I

A brief study of the origins of the Church, and an examination of the various modes in which Church has been and can be understood. Social structure and dynamics of the Church and her mission in today's world.

### REL 221 (F)

ISSUES IN CHRISTOLOGY:

JESUS AND HIS ACHIEVEMENT

3 credits / Core I

The person, mission, and achievement of Jesus in the New Testament. Post-biblical church reflections on this tradition. Contemporary attempts to interpret the story of Jesus and to draw implications for personal faith and society.

### REL 222 (F)

THE SACRAMENTS

3 credits / Core I

An inquiry into the origin and development of the Christian symbols highlighting some of the problems of modern sacramental theology.

### REL 223 (F)

CONTEMPORARY MORAL ISSUES

3 credits / Core I

Study discussion of a variety of moral perspectives on selected current issues: War. Racism. Sexual Conduct. Abortion. Euthanasia. Women's Rights. Capital Punishment.

### REL 224

HUMAN EXISTENCE AND RELIGIOUS BELIEF

3 credits / Core I

An inquiry into the nature of religious faith and into the issues that surface when believers come alive to the realities of modern life. The relation between action and contemplation. The question of faith and history. The combination of religious belief and morality. The influence of faith on social institutions and vice versa.

### REL 225 (F,S)

MARRIAGE, SEXUALITY, AND PARENTING

3 credits / Core I

A practical and realistic approach to marriage, sexuality, and parenting. Areas to be explored include: the search for closeness, sexual development, intimate relationships, gender differences, divorce, the meanings of love, whole and holy sexuality, the marriage commitment, effective communication, the challenges and joys of parenting, techniques of positive discipline, managing the difficult child, perspectives on family life, changes in middle age, nurturing and celebrating the creative venture of becoming a family.

**REL 227****EUCARIST AND THE JAPANESE TEA CEREMONY**

3 credits / Core I

This course has two major components: 1) learning to do the Japanese tea ceremony, and 2) lectures. The lectures will deal first with the Roman Catholic Mass (the Eucharist) and focus on both theology and ritual. We will then deal with the Japanese tea ceremony focusing on its meaning and history. There will also be discussion which will speculate on how the Mass might have influenced the tea ceremony and how Christians might benefit from the tea ceremony. Lectures will take place in the assigned classroom, and lessons will be on an individual basis in the tea house on Fridays and Saturdays. Thus there will be 30 hours of class, 13 lessons in the tea ceremony. Tea lessons will last a minimum of 1 hour. The tea ceremony, like western opera, involves many art forms. Thus by learning the tea ceremony in the authentic setting of La Salle's tea ceremony room, students will also be learning something about Japanese architecture, scrolls, flower arrangement, cuisine, traditional clothing, and etiquette.

**REL 320****THEOLOGICAL ISSUES**

3 credits / Core I

Selected theological topics of current controversy. Content to be specified at registration.

**REL 321 (S)****PEACE, JUSTICE, AND THE CHRISTIAN TRADITION**

3 credits / Core I

Fundamental principles which have influenced religious thinking about and action for peace and justice. Principal focus on Western Christian thought, but peace and justice traditions of other world religions may also be included.

**REL 322 (S)****WORSHIP, ART, AND LIFE**

3 credits / Core I

A study of the shape and practice of worship, especially in Roman Catholic liturgy. Skills in planning and criticizing liturgy. Past and present role of arts in liturgy: architecture, music, dance, etc.

**REL 323 (F)****BIOMEDICAL PROBLEMS**

3 credits / Core I

A survey and analysis of the problems arising in the wake of new biomedical tech-

nologies and of the world views which govern the types of ethical decisions made in light of them. Problems related to the care of the dying, defective newborns, abortion, genetic diseases, the just conduct of research, informed consent, surrogated parenthood, etc. The course also thoroughly examines the politics of health care delivery and asks the basic question whether medical care is really health care. No previous knowledge of biology or medical issues required.

**REL 324 (S)****CHRISTIAN SPIRITUALITY**

3 credits / Core I

An exploration of the ways in which Christians, both eastern and western, strive to express and deepen love of God and others. The course will analyze the origins and development of various movements in spirituality and the means used to embody Christian discipleship.

**REL 325****SOCIAL JUSTICE AND COMMUNITY SERVICE**

3 credits / Core I

This course is designed for students who would like to become involved in community outreach activities or who have already demonstrated an ongoing commitment to such activities. This course will integrate community service with issues of justice from the perspective of theology. Its purpose is to provide not only analysis, but a deeper appreciation and respect for the disadvantaged, and a more long-lasting commitment to enter into solidarity with them in their struggle for justice. Through readings, reflection, and discussion, the course will allow students to gain a more comprehensive understanding of the social, political, spiritual, and economic causes of injustice and how their service influences that situation.

**Historical Studies****REL 330 (S)****EARLY CHRISTIANITY: CRISIS AND PROCESS**

3 credits / Core I

An exploration of the issues around which Christianity and the theology of the first four centuries took form: the struggle with the Roman Empire; the confrontation with Judaism and with Hellenistic philosophy and religion; Jewish Christianity, gnosticism, and the development of "orthodoxy."

**REL 331 (F)****DEVELOPMENT OF CHRISTIANITY IN THE MIDDLE AGES**

3 credits / Core I

An examination of the development of Christianity from fourth to 15th century, in the context of western world history. The course surveys the major theological issues, religious movements and Christian persons during this time period. The focus is on understanding the Christian medieval mindset as seen in the monastic culture, Christian feudal lords, crusades, inquisition, and female mystics.

**REL 332****THE REFORMATION, RENAISSANCE, AND THE CATHOLIC REVIVAL**

3 credits / Core I

An analysis of the various religious viewpoints of the Renaissance and Reformation era, with attention to their origins, context, and peculiarities. Special treatment will be given to the Roman Catholic efforts to reform, the most significant Protestant reformers, and the more radical anabaptist reformers.

**REL 334 (S)****MODERN RELIGIOUS THOUGHT**

3 credits / Core I

A critical study of the principal figures who have shaped religious thought in the modern world and exerted influence on societies and their ecclesiastical and political systems. Each phase of the course is structured around a significant religious writer or theme in order to analyze the issues of justice, peace, and responsible leadership in both church and state.

**REL 336 (S)****RELIGION IN AMERICA**

3 credits / Core I

A study of the origins of the American character, the myths that have formed it, and the contemporary religious roots of cultural and political conflict. After examining Puritanism, Evangelicalism, and the secular Enlightenment, the course studies religious "outsiders:" Mormons, Catholics, Jews, and others who have caused a redefinition of what was once considered a Protestant Christian State. Emphasis is given to the current debates about America's future, the culture wars that are occurring as the nation polarizes itself into liberal and conservative camps, and the hopes and fears which accompany its entry into a new Millennium.



## Religious Studies

### REL 240 (F)

GREAT RELIGIONS OF THE WORLD  
3 credits / Core I

A survey of great world religions, e.g., Judaism, Christianity, Islam, Hinduism, Buddhism, Confucianism, and Taoism. Topics covered include: world view, basic doctrines and practices, major figures, role of women, and impact on contemporary world culture. Readings from scripture texts of traditions studied, as well as secondary sources.

### REL 243 (F)

RELIGION IN LITERATURE  
3 credits / Core I

A study of religion and religious themes in literature. Attention will be paid both to literary critical concern and to religious analysis of the readings. Identical with ENG 243.

### REL 244 (F)

WOMEN AND WESTERN RELIGION  
3 credits / Core I

An examination of the interaction between women and religion in the Judeo-Christian tradition. Readings will attend to the role of women in the origins and development of these traditions, to contemporary women's efforts to reform the traditions, and to recent diverse women's spiritualities outside the mainstream tradition.

### REL 340 (F)

THE RELIGIONS OF INDIA  
3 credits / Core I

A study of Hinduism, India's major religious tradition, with attention also paid to smaller Indian traditions like Islam, Jainism, Sikhism, and Zoroastrianism (the Parsees). Topics related to Hinduism include: Vedic beginnings, the *Upanishads*, the caste system, the *Mahabharata* and *Bhagavad-Gita*, Hindu devotion to gods like Krishna, Shiva and Kali, women's religious practices, and modern reform movements like the *satyagraha* movement of Mahatma Gandhi.

### REL 341 (S)

BUDDHISM AND THE RELIGIONS OF CHINA AND JAPAN  
3 credits / Core I

A study of Buddhism, from its Indian origins to its later developments in China and Japan, and of Confucianism, Taoism, and Shinto. Topics related to Buddhism include the life and teaching of the Buddha, the Theravada and Mahayana tradi-

tions, and the Sino-Japanese schools of Pure Land and Zen.

### REL 342 (F)

JUDAISM  
3 credits / Core I

A study of the historical origin, roots, and developments of Judaism as a religion, as well as a cultural, civil, and ethnic group. The course will evaluate Jewish social and educational values as well as religious problems and attitudes among Jews today.

### REL 344 (S)

ISLAM  
3 credits / Core I

Background and development: the prophet, the Qur'an, Muslim traditions and values; theological development, inner tensions, contemporary movements, confrontation with the non-Muslim world.

## Special Studies

### REL 370

RELIGION IN PHILADELPHIA  
3 credits / Core I

A study of the religious history of Philadelphia from the Lenape to the present, as a way to examine the contemporary religious situation in the United States. Readings are taken from historical primary as well as secondary sources. Students visit historic religious sites and contemporary worship services.

### REL 480 (F)

SEMINAR  
3 credits

An introduction to scholarly research through the selection, writing, and small-group presentation of formal papers in a specific area determined by the instructor. Required of all religion majors; open to others approved by Chair. Prerequisite: 15 hours of religion. May be taken in junior or senior year.

## SOCIOLOGY, SOCIAL WORK, AND CRIMINAL JUSTICE

### FACULTY

Finn Hornum, M.A., Chair

Professor: Connors

Associate Professor: Tri Nguyen, Otten, Stull

Assistant Professors: Hornum, Mariscotti, Montgomery

### FOUNDATION COURSES

SOC 150, 155

### CORE COURSES

Approved courses for Core II:

SOC 253, 257, 258, 260, 262, 263, 265, 305, 306, 308, 309, 310, 330, 331 (SWK 330, 331).

## Sociology

### FACULTY

Francis Tri Nguyen, Ph.D., Director and Internship Coordinator

John Connors, Ph.D.

Judith Stull, Ph.D.

### REQUIREMENTS

Required for Major in Sociology:  
12 courses

SOCIOLOGY CORE: (6 courses)

- SOC 150, 301-302, 310, 480-481

FOCUS AREAS: (3 courses or more)

- General Studies: any 4 sociology courses above the 250 level
- Social Planning and Public Policy: SOC 201, 240, 257, 258, 265, 309, 330-331
- Community Development in a Pluralistic Society: SOC 240, 251, 260, 262, 305, 312
- Work and the Global Economy: SOC 240, 253, 263, 265, 306, 308; ECN 330
- Law and Society: CRJ 220, 221, 325, 385; SOC 240, 265, 309

Students completing any of the five Focus areas are strongly advised to engage in relevant public, community, business, or corporate activities through SOC 240: Sociological Practice.

**ELECTIVES: (3 courses)**

- Three courses in sociology, social work, or criminal justice. At least one of the three courses must come from the following: SOC 260, 262, 265, 308; CRJ 387; SWK 331.

Dual Major: Individual program to be worked out in consultation with the sociology program director.

## COURSE DESCRIPTIONS

### SOC 150 (F, S)

#### PRINCIPLES OF SOCIOLOGY

3 credits / Foundation

An introduction to the structure and functioning of society with emphasis on American society but with cross cultural comparisons. Theoretical concepts, empirical findings, and research methods are stressed.

### SOC 155

#### CONTEMPORARY AMERICAN SOCIETY

3 credits / Foundation

An investigation of selected aspects of present day American society such as discrimination, deviance, the role of religion, and family life. The emphasis is on experiential learning in that students participate in exercises designed to gather impressions and data which are then used to formulate concepts and theories.

### SOC 201

#### SOCIAL PROBLEMS AND SOCIAL JUSTICE

3 credits

An exploration of how social conflict and social organization affect human and societal well-being. Topics: mental health, personal safety, economic well-being, and intergroup relations in an industrial society and a developing nation.

### SOC 240 (F, S)

#### SOCIOLOGICAL PRACTICE

3 credits

Sociological practice, through internships, provides opportunities to undertake, on-site, academically structured learning experiences in work settings related to their career interests and academic programs. Prerequisites: junior or senior status, GPA greater than 2.50, permission of coordinator.

### SOC 251 (F, S)

#### LOVE, MARRIAGE, AND PARENTING

3 credits

A consideration of the historical development of the family, variations of family structure in contemporary societies, and current trends in American family patterns.

### SOC 253 (F)

#### SOCIOLOGY OF WORK

3 credits / Core II

Analysis of the social organization of work in modern societies, the concept of career, the development of professionalization, the nature of work-satisfaction and the impact of bureaucratization. Occupational subcultures such as law, medicine, public service, the military, and education considered.

### SOC 257 (S)

#### THE CITY: CONFLICT AND CHANGE

3 credits / Core II

A study of world cities; their growth and impact on personality; urban violence and its control; fragmentation, economic problems and city/suburban conflicts. Efforts at neighborhood development and metropolitan planning will also be discussed.

### SOC 258 (F)

#### POPULATION AND ECOLOGY

3 credits / Core II

A study of the effects on the quality of life caused by population growth and patterns of consumption in developing and industrial nations. Trends in mortality and fertility, causes and consequences of these trends, and population policies are explored.

### SOC 260 (S)

#### SEX, POWER, AND SOCIALIZATION

3 credits / Core II

An exploration of male and female gender roles in the contemporary United States. An examination of socialization in childhood and adulthood, sexual politics, and power structures and dynamics within the family and the workplace. Special attention to the effects of class and race on gender role formation.

### SOC 262 (F, S)

#### DYNAMICS OF ETHNIC DIVERSITY

3 credits / Core II

An analysis of the dynamics of race and ethnic relations in historical and contemporary contexts. Emphasis on intercultural competence and inquiry into the issues of pluralism and diversity in unity.

### SOC 263 (F)

#### ANTHROPOLOGY

3 credits / Core II

An anthropological study of the origin and descent of humans and of the role of culture in explaining the variations and constants in human behavior.

### SOC 265 (S)

#### SOCIOLOGY OF LAW

3 credits / Core II

The analysis of law as a social process in both historical and comparative perspectives. Emphasis will be on those who frame, implement, and administer the law. Other topics to be covered are: professional associations, ethics, the changing nature of the legal system, and law as an agent of social change.

### SOC 270, 370, 470 (F, S)

#### SPECIAL TOPICS IN SOCIOLOGY

3 credits

Designed to cover special or emerging interests in sociology. Topics have included: sociology of conflict, the Holocaust and its causes, computers and society, juvenile delinquency, and gerontology. Special permission needed to be used to meet major requirements.

### SOC 301 (F)

#### SOCIAL STATISTICS I

3 credits

An introduction to such descriptive statistics as central tendency measures, variability, correlation and regression. Analysis of cross-tabulated data will be facilitated through the use of SPSSX computer software programs. No prior knowledge of computers assumed.

### SOC 302 (S)

#### SOCIAL STATISTICS II

3 credits

Basically a course in inferential statistics beginning with a discussion of probability, binomial distributions, and normality. Both parametric and non-parametric statistics covered. Continued use of computer technology in the analysis of survey research results as well as those collected using qualitative methodologies. Prerequisite: SOC 301 or permission of instructor.

**SOC 305 (F)**

## SOCIETY AND THE INDIVIDUAL

3 credits / Core II

The study of the influence of society and culture, as mediated by the social group, on the social, cultural, and personal behavior of the individual. Prerequisite: SOC 150 or 155, or permission of instructor.

**SOC 306 (S)**

## COMPLEX ORGANIZATIONS

3 credits / Core II

An examination of the nature and effects of modern, large-scale organizations. Focus on both private sector corporations and public sector bureaucracies. Prerequisite: SOC 150 or 155, or permission of instructor.

**SOC 308 (S)**

## CLASS, STATUS, AND POWER

3 credits / Core II

A study of economic, social and political inequalities and of social mobility. Emphasis on the causes, patterns, and consequences of such inequalities. The United States compared with other industrial as well as non-industrialized nations. Prerequisite: SOC 150 or 155, or permission of instructor.

**SOC 309 (F)**

## HEALTH, MEDICINE, AND SOCIETY

3 credits / Core II

A study of the relationship between health and social factors, the interaction between health practitioners and patients, the health care delivery system, and some contemporary issues such as health care reform and modern biomedicine.

**SOC 310 (F, S)**

## SOCIOLOGICAL THEORY

3 credits / Core II

An exploration of major sociological theories, with emphasis on contemporary ones (Habermas, Giddens, Bourdieu).

**SOC 312**

## SOCIAL CHANGE AND

## SOCIAL MOVEMENTS

3 credits / Core II

An examination of the dynamics of social change, of sustained collective movements seeking change, and of the reactions they generate.

**SOC 330-331 (F, S)**

## SOCIAL WELFARE POLICY I and II

3 credits / Core II

(Identical with Social Work 330-331.)

**SOC 480 (F)**

## RESEARCH SEMINAR I

3 credits

An overview of research methodology. Such research data collection methods as questionnaire designs, interviewing and observations will be discussed. Topics covered will include the ethics of human experimentation and evaluation techniques. Offered in alternate years.

**SOC 481 (S)**

## RESEARCH SEMINAR II

3 credits

Original research in one area of social reality employing a research method of the student's choosing. Offered in alternate years. Prerequisite: SOC 480.

**Criminal Justice****FACULTY**

Laura Otten, Ph.D., Director and Field Coordinator

Finn Hornum, M.A.

**REQUIREMENTS**

Required for Criminal Justice Majors: CRJ 221, 222, 385, 485-486 and two additional criminal justice courses; SOC 150, 301-302, 310 and two sociology courses above the 250 level. At least one of the two criminal justice electives or one of the two sociology electives must come from the following list of courses: SOC 260, 262, 265, 308, CRJ 387, or SWK 331.

**COURSE DESCRIPTIONS****CRJ 220 (S)**

## JUVENILE DELINQUENCY

3 credits

Comparative and historical survey of juvenile delinquency and juvenile justice. Study of the nature, magnitude, and social location of youth crime; analysis of causal theories; overview of programs aimed at delinquency prevention and control.

**CRJ 221 (F)**

## CRIME AND ITS CAUSES

3 credits

A study of the sociological and social psychological foundations of crime and delinquency. Topics include: the definition and meaning of crime and delinquency, the etiology of crime and

delinquency, the history and development of the criminal law, criminal behavior systems.

**CRJ 222 (S)**

## INTRODUCTION TO CRIMINAL JUSTICE

3 credits

A consideration of law enforcement, the administration of justice and the punishment and treatment of criminals. A survey of the sociological and social psychological processes affecting the criminal justice system. Topics include: the police function, crime prevention programs, the prosecutorial and defense functions, judicial administration and decision-making, institutional and community-based corrections, probation and parole.

**CRJ 223 (S)**

## CRIMINAL LAW

3 credits

An exploration of the basic concepts and legal and sociological issues in criminal law. Attention to: development of law, legal elements of crime both in general and specific offenses; legal requirements for criminal defenses; differing theories of punishment. Pennsylvania Crimes Code used as a reference.

**CRJ 225 (F)**

## CRIMINAL PROCEDURE

3 credits

Constitutional issues related to the criminal justice process. Case analysis deals with issues such as search and seizure, stop and frisk, arrest, confessions, right to counsel, jury trials, and other significant Supreme Court decisions.

**CRJ 270, 370, 470 (F, S)**

## SPECIAL TOPICS IN CRIMINAL JUSTICE

3 credits

Designed to address current issues in criminal justice. Topics: victimology, crime prevention, forensic criminology, counseling, criminal justice administration, and criminological research.

**CRJ 324 (S)**

## POLICE: ORGANIZATION AND FUNCTIONS

3 credits

An investigation of the organization, legal powers, and functions of the police. Topics include: police organizational structure, police responsibilities such as patrol, arrest, and investigation, police-community relations, and topical issues on police and society, such as police use of force, police corruption, and required education and training for police.

**CRJ 325 (S)****THE COURTS: ORGANIZATION AND FUNCTIONS**

3 credits

An in-depth exploration of the structure, players, functions, and issues that make up the criminal courts of America. This exploration employs an adversarial approach, thereby mimicking the very essence of court procedure and developing students' awareness of the strengths and weaknesses of our criminal courts.

**CRJ 326 (F)****CORRECTIONS: PRISONS, PROBATION AND PAROLE**

3 credits

Intensive examination of the correctional process in the United States and other countries. Topics include: the objectives of punishment, sentencing policies and procedures, capital punishment, imprisonment and community corrections.

**CRJ 385 (F)****THEORIES OF DEVIANCE**

3 credits

An intensive analysis of contemporary theories of deviant behavior. Theories examined through seminar discussions of primary materials and critiqued by consideration of research findings. Social policy implications discussed and specific criminal justice programs considered in the light of these theories.

**CRJ 386 (S)****SYSTEMS OF CRIMINAL BEHAVIOR**

3 credits

Selected criminal behavior systems examined in depth through readings, group projects, field interviews, and field trips. Offerings include such forms of criminal behavior as organized crime, elite deviance, violent crime, crimes without victims, and international terrorism.

**CRJ 387 (F)****GENDER, CRIME, AND JUSTICE**

3 credits

An investigation of the facts and ramifications of being female and involved in the criminal justice system. Females considered in their roles as offenders, victims, and practitioners and contrasted with males to see whether sex makes a difference in handling, system response, outcome, practitioner success, etc. Efforts will be made to explain whatever differences are found between females and males.

**CRJ 485 (F, S)****SEMINAR IN CRIMINAL JUSTICE**

6 credits

Students will be expected to conduct research in a criminal justice setting. The course will meet each week for two hours. Taken concurrently with CRJ 486. Prerequisite: CRJ 385.

**CRJ 486 (F, S)****CRIMINAL JUSTICE INTERNSHIP**

6 credits

Field placement in law enforcement, legal, and correctional agencies. Students are placed according to their interests and receive individual supervision by the agency. Field requirements are for 4 days per week, 6 hours per day for the entire semester. Must be taken concurrently with CRJ 485. Prerequisite: CRJ 385.

**Social Work**

Council on Social Work Education  
Accredited Baccalaureate Program

**FACULTY**

Sybil Montgomery, M.S.S., Ph.D.,  
A.C.S.W., L.S.W., Director

Janine Mariscotti, M.S.W., L.S.W., Field  
Instruction Coordinator

**REQUIREMENTS**

Required for Social Work Majors: SWK 160, 280, 330, 331, 340, 341, 381, 440, 441, 480, 481, 495, and two SWK electives; PSY 150, POL 110, BIO 156, SOC 150, 262, 301-302, and 310.

**COURSE DESCRIPTIONS****SWK 160 (202) (F)****INTRODUCTION TO SOCIAL WORK AND SOCIAL WELFARE**

3 credits

This survey course provides an overview of the social work profession, the social welfare system, social work methods, and fields of practice. A basic understanding of human needs, of populations at risk in society, and of the social service delivery system will be provided.

**SWK 240 (S)****RELATIONSHIPS AND SEXUALITY**

3 credits

This course is designed for social work and other undergraduate students to explore issues in relationships and human sexuality.

This course will examine human sexuality from a bio-psycho-social perspective within a developmental framework. The student will have an opportunity to examine and clarify personal and societal values regarding human sexuality, to assess the relationship between personal and professional social work values, and to develop fundamental skills for social work practice with issues of relationships and sexuality.

**SWK 270, 370, 470 (F, S)****SPECIAL TOPICS**

3 credits

Designed to address contemporary issues in social policy and social work practice. Topics include gerontology, mental health, child welfare, family violence, and drug and alcohol intervention. Students are advised to check with the Program Director about current offerings and to provide suggestions for future topics.

**SWK 280 (F)****HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT**

3 credits

This course introduces the student to understanding the multiple influences upon human growth and development. The student will acquire a knowledge of and skill in systems thinking, understand human development from a bio-psycho-social perspective, learn to cherish cultural diversity, and begin to develop an identity with the social work profession and its values.

**SWK 330 (F)****SOCIAL WELFARE POLICY I**

3 credits / Core II

Provides a historical examination of the development of the social welfare system in the United States, and societal values as they impact on policy formulation and implementation. A framework for analysis of social welfare policies is delineated and applied to historical and contemporary social welfare policies and programs. Identical with SOC 330.

**SWK 331 (S)****SOCIAL WELFARE POLICY II**

3 credits / Core II

Explores contemporary social welfare policy in the United States including income supports, health, aging, child welfare, mental health, and family policy. The role of political process in policy formulation and the impact of social welfare policies on minority groups and women will be examined. Identical with SOC 331. Prerequisite: SWK 330.

**SWK 340 (F)**

PREPARATION FOR  
PROFESSIONAL PRACTICE

3 credits

Designed to prepare the student for the practicum in social work. Provides an understanding of the integration of the-oretical learning with practical experi-ence and orients the student to the field practicum process. Familiarizes the stu-dent with the roles of the student intern and with skills for the helping relation-ship. Prerequisite: SWK 160.

**SWK 341 (S)**

GENERALIST SOCIAL WORK PRACTICE I

3 credits

The Generalist Model of Social Work practice will be examined. Knowledge of social work assessment will be gained, and opportunity will be pro-vided to develop skills in this area. Prerequisites: SWK 280, 340. Taken concurrently with SWK 381.

**SWK 381 (S)**

PROFESSIONAL PRACTICUM I

3 credits

An introduction to agency practice. The student will spend two days each week providing direct service with the guidance of a practicing social worker. An opportunity to develop and test beginning practice skills. Taken con-currently with SWK 341.

**SWK 440 (F)**

GENERALIST SOCIAL WORK  
PRACTICE II

3 credits

This course focuses on social work intervention with individuals, families, groups, and communities. In addi-tion to exploring the Task Centered Model of social work practice, stu-dents will be introduced to other con-temporary models of social work intervention. Prerequisites: SWK 340-341. Open to Social Work Majors only.

**SWK 441 (S)**

GENERALIST SOCIAL WORK  
PRACTICE III

3 credits

Both single subject and multi-group research designs will be explored. Stu-dents will engage in their own original research and will also evaluate current social work practice research literature. Prerequisite: SWK 440. Open to Social Work Majors only.

**SWK 480 (F)**

PROFESSIONAL PRACTICUM II

3 credits

An educationally directed practicum for two days each week provides the student with an opportunity to develop the relationship between social work theory and practice. Taken concurrently with SWK 440. Open to Social Work Majors only.

**SWK 481 (S)**

PROFESSIONAL PRACTICUM III

3 credits

A continuation of Professional Practicum II, this course provides a social work practice experience in which the student integrates the social work theory, skills, and values that he or she is learning in the classroom. Taken concurrently with SWK 441. Open to Social Work Majors only.

**SWK 495 (S)**

PROFESSIONAL CONSIDERATIONS  
IN SOCIAL WORK

3 credits

Examines the nature of the profession and the history of social work. Pro-fessional dilemmas and ethical deci-sion making with special populations are explored. Students will be given an opportunity to assess their own values as they assimilate the value base of the social work profession.

## URBAN STUDIES MINOR

Coordinated by: Richard T. Geruson,  
Ph.D., Economics Department

**REQUIREMENTS**

Three courses from the following:

- SOC 257, 258
- HIS 329, 333
- ECN 351, 455
- POL 240, 241; EDC 330

Three courses from the following:

- ECN 340
- HIS 324, 337
- SOC 306, 308

## WOMEN'S STUDIES MINOR

Directed by: Elizabeth Paulin, Ph.D.,  
Economics Department

Designed as a minor for women and men students of any major who wish to examine the influence of gender as a cultural and historical variable and to explore the quality of women's lives. The list of courses available to those minoring in Women's Studies changes as new courses become available; stu-dents should check with the Director for the most up-to-date information on available courses. Internships can also be arranged with the Director.

**REQUIREMENTS**

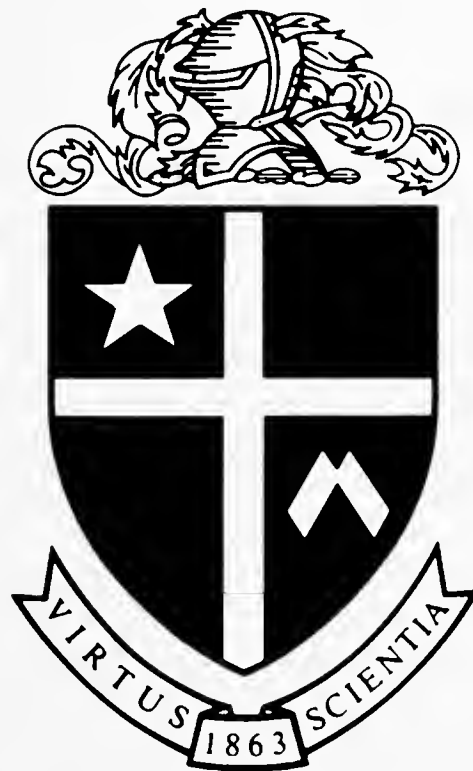
Students must select their six courses from at least 3 different disciplines. One of these courses must be WST 201.

- WST 201 (Introduction to Women's Studies)
- COM 314\*
- CRJ 387
- ENG 160
- ENG 302
- ENG 335
- ENG 435
- HIS 328\*
- HIS 329\*
- HIS 372\* (Third World Women)
- NUR 474 (Women's Health Concerns)
- PHL 330 (The Great Philosophers: deBeauvoir)
- PHL 338
- PHY 121\*
- POL 311
- PSY 271 (Psychology of Women)
- REL 244
- REL 311
- SOC 260
- SOC 270 (Sexism and the Law)
- SPN 270 (Women Writers in Spanish)

\* These courses are available on an occasional basis. Other Special Top-ics courses are also available on an occasional basis.

# **Business Administration**

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The mission of the School of Business Administration is to offer educational programs which prepare students for a purposeful life by integrating Lasallian values with current business management skills.

Through its faculty, curricular environment, and linkages with the business community, the School of Business creates a value-centered educational community as the setting for its educational programs.

Within this context it seeks to provide an appropriate blend of contemporary business theory and practice, placing paramount importance on teaching and learning enriched by scholarly research and professional activity.

The primary purpose of the School of Business undergraduate program is to prepare students to lead an enriched personal life and to prepare them to enter upon a successful professional career through exposure to traditional liberal arts and a contemporary business education.

The School of Business strives to fulfill its mission by requiring students to develop communications, analytic, and decision-making skills, by developing in students the ability to define and synthesize, by helping students to form independent, well-reasoned judgments, and by exposing students to common business research methods and practice.

Teaching and learning are of paramount importance. We believe we should:

- know each student as an individual;
- challenge each student to work toward attaining his or her best performance level;
- utilize the curriculum to help students identify the ethical dimensions embedded in business management;
- immerse students in a learning environment which blends current business theory and practice.

**C**ontinuous quality improvement processes ensure that the many offerings of the School of Business are of the highest quality. The program is accredited by AACSB—The International Association for Management Education, which establishes standards designed to ensure excellence. Fewer than 25% of the nation's 1,200 colleges and universities are accredited by AACSB. In addition, programs are regularly evaluated in terms of standards established by various professional bodies such as the American Institute of Certified Public Accountants, the American Management Association, and the American Marketing Association; and through an ongoing dialogue and review with business executives and professionals.

The School of Business Administration prepares students to develop the skills and experience to move from the University into management/professional positions in business, government, and nonprofit organizations. The internship and cooperative education programs provide hands-on experience in business organizations; recent participants have included SmithKline Beecham, Cigna, Sun, Arthur Andersen, and Tasty Baking. Over 100 executives volunteer their time each year to come to classes to meet with students. Many of the business clubs set up field trips to area businesses so that students can see professional operations firsthand.

In addition, the Business Advisory Board, which is composed of senior executives from companies throughout the Delaware Valley, advises the Dean of Business on contemporary developments in business practice and how to help students prepare for professional careers.

In short, when you're a La Salle University business major, you have a number of competitive advantages. Your "real world" experiences and academic preparation put you on the right path toward success.

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## THE CURRICULUM

The program leading to a Bachelor of Science degree in Business Administration consists of 120 credits (minimum 38 courses) for Finance, Management, Management Information Systems and Marketing majors, 126 credits (minimum 40 courses) for Accounting majors. The liberal arts and science studies and business foundation courses tend to be concentrated in the first two years, and the professional studies in the last two years.

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## THE LIBERAL ARTS CORE

The Liberal Arts Core Curriculum provides you with an opportunity to build a strong foundation for the future. It encourages you to work out a system of values rooted in the best thinking of the great minds of the past and present.

While the Core allows you some freedom of choice, it includes guidelines which should provide coherence in your college education. The Core Curriculum prepares you to adapt to the ever-changing world by exposing you to a well-thought-out plan aimed at encouraging four years of intellectual and personal growth. The Liberal Arts Core consists of three parts: Foundation, Core I, and Core II.

### Foundation Courses

(9 courses, to be completed by the end of the sophomore year)

These courses are most directly related to the liberal education approach that is basic to La Salle's aims and traditions. You will take foundation courses in writing, literature, history, computer science, philosophy, science, religion, and social science.

### Core I Courses

(4 courses, to be completed by the end of the junior year)

These courses are an opportunity to build upon the foundations you have in place. You take one course in Religion and one course in Philosophy. You also take a sequence of two courses in one of these:

- History
- Fine Arts (Art or Music)
- Foreign Languages (Classical languages, French, German, Hebrew, Italian, Japanese, Russian, Spanish)
- Literature



Each sequence has been planned by the individual department to provide growth in the knowledge and skills of that subject.

### **Core II Courses** (2 courses)

- Economics 201
- Psychology or Sociology course  
(from approved list, including PSY 205, 210, 215, 220, 225, 230; SOC 253, 257, 258, 260, 262, 263, 265, 305, 306, 308, 309, 310, 312, 330, 331)

### **MATHEMATICS REQUIREMENTS** (2 COURSES)

- Math 115 and 116 or equivalent

### **BUSINESS CORE (13 COURSES)**

The Business Core is intended to introduce you to the four functional areas in business – accounting, finance, management, and marketing – as well as to commonly used analytical concepts including quantitative analysis and law. The following courses constitute the Business Core:

- Principles of Accounting (ACC 101, 102)
- Business Statistics (QNT 213)
- Presentation Skills for Business (MGT 200)
- Legal Environment of Business (LAW 202)
- Organizational Behavior (MGT 201)
- Principles of Marketing (MKT 201)
- Management Information Systems (MIS 201)
- Introduction to Financial Markets and Institutions (FIN 201)
- Fundamentals of Financial Management (FIN 300)
- Production and Operations Management (MGT 300)
- Economics of International Business (ECN 333)
- Business Policy (MGT 485)

### **PROFESSIONAL STUDIES** (4 OR 8 COURSES)

These courses provide an intensive learning experience in one facet of business and serve as a basis for future career development.

#### **Professional specializations are offered in:**

- Accounting
- Finance
- Management Information Systems
- Marketing
- Organizational Management

The professional studies consist of 4 courses in one functional area beyond those courses required in the Business Core. The accounting option, however, requires 8 courses; this is intended to help you be better prepared to pass the Certified Public Accounting (CPA) examinations or to embark on an accounting career in industry. The professional option may be chosen upon matriculation or prior to starting major courses.

#### **Professional minors are offered in:**

- Accounting
- Business Administration
- Health Care Administration
- International Studies
- Marketing
- Risk Management and Insurance

Other minors are offered by the School of Arts and Sciences.

Students who wish to do so have the option to pursue dual specializations or minors. In either case, permission of both Chairs must be obtained.

All students are required to take a writing emphasis course in their major discipline at the Junior/Senior level.

### **FREE ELECTIVES (4-6 COURSES)**

You may choose to concentrate free electives in a particular field for a second major or minor, or you may use these to diversify your background or broaden your interests. Foundation courses may not be taken as free electives without permission from the Dean.

## PROGRESS RECORD

### Foundation (9 courses)

- |                                 |                                  |  |   |
|---------------------------------|----------------------------------|--|---|
| 1. Writing I <sup>1</sup> _____ | <b>ENG 107</b> _____             | 6. Social Science _____                | <b>ECN 150</b> _____                    |
| 2. Writing II _____             | <b>ENG 108</b> _____             | 7. History _____                       | <b>HIS 150</b> _____                    |
| 3. Literature _____             | <b>ENG or LIT 150</b> _____      | 8. Science _____                       | <b>BIO, CHM, GEO or PHY 150's</b> _____ |
| 4. Religion _____               | <b>REL 151, 152 or 153</b> _____ | 9. Computer Science <sup>2</sup> _____ | <b>CSC 151</b> _____                    |
| 5. Philosophy _____             | <b>PHL 151 or 152</b> _____      |  |   |

<sup>1</sup> May be waived by decision of the University before you begin course work; then additional elective is required.

<sup>2</sup> May be waived by challenge examination before you begin course work; then additional elective is required.

### Arts Core (6 courses)

#### Core IA

Religion and Philosophy

1. Philosophy \_\_\_\_\_
2. Religion \_\_\_\_\_

#### Core IB – sequence in any one of the following:

Fine Arts, History, Foreign Language, Literature

3. \_\_\_\_\_
4. \_\_\_\_\_

#### Core II

5. Economics 201 \_\_\_\_\_
6. Psychology or Sociology (from approved list) \_\_\_\_\_

### Mathematics Requirements (2 courses)

1. Math 115 \_\_\_\_\_
2. Math 116 \_\_\_\_\_

### Business Core (13 courses)<sup>3</sup>

- |                                    |   |
|------------------------------------|---|
| 1. Accounting 101 _____            | 7. Finance 201 _____                        |
| 2. Accounting 102 _____            | 8. Management Information Systems 201 _____ |
| 3. Quantitative Analysis 213 _____ | 9. Marketing 201 _____                      |
| 4. Management 200 _____            | 10. Finance 300 _____                       |
| 5. Law 202 _____                   | 11. Management 300 _____                    |
| 6. Management 201 _____            | 12. Economics 333 _____                     |
|                                    | 13. Management 485 _____                    |

<sup>3</sup> 300- and 400-level courses may not be taken until student has achieved junior standing.

### Professional Studies (4 or 8 courses)<sup>4</sup>

- |          |          |
|----------|----------|
| 1. _____ | 5. _____ |
| 2. _____ | 6. _____ |
| 3. _____ | 7. _____ |
| 4. _____ | 8. _____ |

<sup>4</sup> The Accounting Option requires 8 courses in professional studies.

### Electives (4 for Accounting majors; 6 for Finance, Management, Management Information Systems, and Marketing majors)

- |          |          |
|----------|----------|
| 1. _____ | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ | 6. _____ |

## MODEL ROSTERS

### Freshman Year

#### Fall

Accounting 101  
Math 115  
English 107<sup>1</sup>  
Foundation Course or Computer Science 151  
Foundation Course

#### Spring

Accounting 102  
Math 116  
English 108  
Foundation Course  
Foundation Course or Computer Science 151

### Accounting Major

### Finance, Management, Management Information Systems, or Marketing Major

### Sophomore Year

#### Fall

Accounting 201  
Economics 150  
Quantitative Analysis 213  
Foundation Course  
Foundation Course  
Arts Core

#### Spring

Accounting 202  
Economics 201  
Management 200  
Foundation Course  
Arts Core

### Sophomore Year

#### Fall

Economics 150  
Quantitative Analysis 213  
Law 202  
Management 200  
Foundation Course

#### Spring

Economics 201  
Management 201  
Business Core  
Foundation Course  
Arts Core

### Junior Year

#### Fall

Accounting 303  
Accounting 307  
Business Core  
Business Core  
Elective  
Business Core

#### Spring

Accounting 304  
Accounting 380 or Arts Core  
Business Core  
Business Core  
Business Core

### Junior Year

#### Fall

Major Course  
Business Core  
Business Core  
Foundation Course  
Arts Core

#### Spring

Major Course  
Business Core  
Business Core  
Arts Core  
Elective

### Senior Year

#### Fall

Accounting 405  
Accounting 380 or Arts Core  
Business Core  
Business Core  
Elective

#### Spring

Accounting 406, 411, or 418  
Management 485  
Arts Core  
Arts Core  
Elective

### Senior Year

#### Fall

Major Course  
Business Core  
Management 485  
Arts Core  
Elective

#### Spring

Major Course  
Arts Core  
Elective  
Elective  
Elective

<sup>1</sup> Students who have ENG 107 waived will substitute a Sophomore Foundation course.

## COOPERATIVE EDUCATION AND INTERNSHIPS

The co-op and internship programs are designed to give the student a hands-on work experience related to his or her major. Participation provides an opportunity to link the theory and practice of the discipline. Students generally participate during their junior or senior years. Students earn 3 credits for internships and co-ops.

### Internship

Involves a part-time work experience for one semester in the student's major and is not paid. The student ordinarily carries a full academic schedule along with the internship. One or two internships may be taken. Course numbering is 360 and 460; see course descriptions for further detail.

### Co-op

Involves a full-time work experience of up to six months. It is a paid position ordinarily related to the student's major. A student taking a co-op may graduate in four years by following the model roster below.

### Freshman and Sophomore Years

Follow the same model roster as indicated on the previous page.

### Summer Sessions after Freshman, Sophomore, and Junior Years

Students should plan to take up to four courses as needed during the summers.

### Junior Year

#### Accounting Majors

#### Fall Co-op Option

##### Fall

Co-op course

Accounting 307E#

##### Spring

Accounting 304

Accounting 303E#

4 courses from Business Core  
or Arts requirements

#### Spring Co-op Option

##### Fall

Accounting 304E#

Accounting 307

4 courses from Business Core  
or Arts requirements

##### Spring

Co-op course

Accounting 303E#

#### Finance, Management, Management Information Systems, and Marketing Majors

##### Fall

5 courses from  
Business and Arts  
Core and elective courses

##### Spring

Co-op course \*

### Senior Year

Follow same model roster as indicated on previous page.

# These courses can be taken during other semesters, if necessary, to accommodate your schedule.  
Check with your Chairperson or the Dean's Office.

E Designates Evening course

\* Co-op may be taken during the Senior year.

## MBA

### Basic Core Equivalents

You can reduce the number of courses required to earn a Master's degree in Business Administration at La Salle by earning A's or B's in certain required undergraduate courses.

There is a body of undergraduate course work, drawn primarily from the Business Curriculum, which can be used to waive up to 18 credits of foundation level course work for the La Salle MBA degree. All of these undergraduate courses are required for all undergraduate business majors. By earning a minimum "B" grade in the undergraduate course(s), the corresponding MBA course requirement will be waived. These courses are as follows.

The GMAT is required for acceptance into the MBA Program, and students are expected to have proficiencies in written and oral communication, quantitative abilities, and computer skills. Any specific requirement questions should be directed to the MBA Office at (215) 951-1057.

Undergraduate Courses	MBA Course
ECN 150 – Introductory Macroeconomics ECN 201 – Introductory Microeconomics	MBA 610
ACC 101 – Principles of Accounting I ACC 102 – Principles of Accounting II	MBA 615
MGT 300 – Production and Operations Management	MBA 625
FIN 201 – Introduction to Financial Markets and Institutions	MBA 630
QNT 213 – Introduction to Business Statistics	MBA 620
Marketing Major Courses	MBA 690*
Accounting Major Courses	MBA 691*
Finance Major Courses	MBA 692*

\*Only one from MBA 690, 691, and 692 may be waived

**KEY**

(F) – Offered in Fall term; (S) – Offered in Spring term; (F, S) – Course may be rostered in either Fall or Spring term. The year is indicated if the course is offered in alternate years. When a course number has been changed this year, the former number is given in parenthesis.

Courses listed in this section are subject to change through normal academic channels. New courses and changes in existing course work are initiated in the departments and approved by the curriculum committee consisting of faculty, student, and administrative representatives.

✎ identifies courses that have been designated as writing intensive.

**ACCOUNTING****FACULTY**

John F. Reardon, Ed.D. Chair

Professor: Stickel

Associate Professors: Borkowski, Kennedy, Leauby, Markmann, Reardon, Ugras, Welsh

Assistant Professors: Brazina, Fitzgerald, Massimini, Zook

Lecturer: Guerin

Joseph G. Markmann Accounting Alumni Endowed Chair: Scott E. Stickel, Ph.D.

The purpose of the study of Accounting is to provide students with a conceptual understanding of the accounting model that is often described as the language of business. Accounting is a system that provides financial information about a business entity that enables the learner to comprehend the success of this entity in terms of solvency and profitability.

Like any discipline or body of knowledge, Accounting has specialties that focus on specific and unique aspects of the financial institution. Cost Analysis and Control, Auditing, Taxation, Consolidated Financial Statements, Fund Accounting, and Foreign Operations are areas of advanced study to prepare the student to function as an executive responsible for business decision-making in both the profit and not-for-profit arenas.

Since almost all organizations need accounting information, positions range from manufacturing firms to service industries to hospitals and other not-for-profits and all levels of governmental operations.

Graduates function as CPAs, internal auditors, bankers, financial planners, budget specialists, merger and acquisition consultants, and taxation planners.

Students are encouraged to join one of the three professional student organizations: the Accounting Association, the Beta Alpha Honors Society, and the Institute for Management Accountants. Through the aegis of one of these organizations, the student is especially encouraged to participate in a Cooperative Education Experience with one of the many firms that recruit on campus.

**REQUIREMENTS**

Required for Professional Option in Accounting: 8 courses

- ACC 201, 202, 303, 304, 307, 380, 405 plus
- One of the following: ACC 406, 411, or 418

Required for Minor in Accounting: 6 courses

- ACC 101, 102, 201, 202, and any 2 accounting courses at the 300- or 400-level except 350/450

Junior standing is a prerequisite for 300- and 400-level courses.

**COURSE DESCRIPTIONS****ACC 101 (F)**

PRINCIPLES OF ACCOUNTING I  
3 credits

Education in this course focuses on the fundamental principles of recording business transactions, including a study of the presentation and interpretation of the financial data of a business entity. Emphasis is placed on economic resources owned or controlled by a profit-driven enterprise.

**ACC 102 (S)**

PRINCIPLES OF ACCOUNTING II  
3 credits

The relationship between understanding accounting procedures and using accounting data effectively; the interrelationships between financial statements and the methods of accumulating data for these statements and how the particular accounting methods used influence business decisions. Problems include payroll

analysis, alternative methods of obtaining capital, dividends, cash flow and the measurement and control of costs, including cost accounting systems, cost volume profit analysis, budgeting and standard costs. Prerequisite: ACC 101.

**ACC 201 (F)**

ACCOUNTING THEORY I  
4 credits

Theories and problems involved in proper recording of transactions and preparation of financial statements. Review of accounting cycle, discussion of financial statements, analysis of theory as applied to transactions affecting current assets, property plant and equipment and intangible assets, and their presentation on the balance sheet. Prerequisite: ACC 102.

**ACC 202 (S)**

ACCOUNTING THEORY II  
4 credits

Detailed presentation of theory as applied to current and long-term debt, long-term investments, capital stock and retained earnings; long-term liabilities including pensions, leases, and deferred taxes; correction of errors of prior periods; cash flow statement. Prerequisite: ACC 201.

**ACC 303 (F)**

COST ACCOUNTING  
3 credits

Basic principles applied to job cost and process cost systems. Topics include: purchasing and issuing of materials and maintenance of perpetual inventory records, control of labor, methods of distributing factory overhead expenses, evaluation of problems involved in shrinkage and idle time, forms used in job and process cost systems, and discussion of the place of cost accounting in modern enterprises. Prerequisite: ACC 102.

**ACC 304 (S)**

AUDITING  
3 credits

A practical presentation of modern audit practices, emphasizing the principles and objectives of an audit. Analysis of the audit basis, the best standards, objective reporting, the adoption of improved accounting standards, business controls, professional ethics, and legal liability. Prerequisite: ACC 202 (can be taken concurrently with ACC 202).

**ACC 307 (F, S)**

INCOME TAX  
3 credits

Study of federal tax code as applied to

individuals, partnerships, and corporations including exclusions, inclusions, deductions, gains and losses. Review of fiduciary and estate and gift tax. Prerequisite: ACC 102.

### **ACC 310 (F)**

#### **FINANCIAL STATEMENT ANALYSIS**

3 credits

Comparative analyses by percentages, ratios, trends, graphic reports, and projections applicable to the balance sheet and income statement. Structure and meaning of accounts and peripheral statements such as application of funds and breakeven analysis. Prerequisite: ACC 102.

### **ACC 350, 450 (F, S, Summer)**

#### **COOPERATIVE EDUCATION**

3 credits

Full-time paid employment in an area firm or government agency. Appropriate job-related learning assignments under faculty supervision. Consult with Department Chairperson. Prerequisite: ACC 102.

### **ACC 380 (F, S)**

#### **ACCOUNTING SEMINAR**

3 credits

Research in selected topics of accounting theory. Prerequisites: ACC 202 or taken concurrently and FIN 300.

### **ACC 405 (F)**

#### **ADVANCED ACCOUNTING THEORY AND PROBLEMS I**

3 credits

A study of the accounting concepts applicable to business expansion including branch accounting, mergers, acquisitions and consolidations from both the purchase and pooling of interests perspectives is analyzed. Emphasis is focused on consolidated statements including foreign operating transactions, conversion of foreign entity financial statements and multi-national consolidated reports. Prerequisite: ACC 202.

### **ACC 406 (S)**

#### **ADVANCED ACCOUNTING THEORY AND PROBLEMS II**

3 credits

A study of special topics in accounting theory including partnerships, estate and trust, bankruptcy, insolvency in concert with realization and liquidation, and fund accounting including governmental and hospital accounting. Prerequisites: ACC 202 and Senior standing.

### **ACC 411 (S)**

#### **ADVANCED COST ACCOUNTING**

3 credits

Economic, industrial, and managerial aspects of cost accounting with emphasis on flexible budget as basis for cost control; analysis of variance and graphic charts. Study of estimated costs, standard costs, and distribution costs. Prerequisites: ACC 303 and Senior standing.

### **ACC 418 (S)**

#### **CORPORATE AND OTHER TAXATION**

3 credits

Reviews federal revenue system; partnership; federal corporate income tax; federal, state, and federal gift taxes. State of Pennsylvania corporation taxes, City of Philadelphia taxes. Prerequisites: ACC 307 and Senior standing.

## **BUSINESS ADMINISTRATION MINOR**

The minor in Business Administration provides Arts and Sciences majors with a broad exposure to all the different areas of business. It complements the Liberal Arts background with knowledge and skills that can be applied to careers in all types of organizations.

### **REQUIREMENTS**

Required for Minor in Business Administration: 6 courses

- BUS 201 or ACC 101
- ECN 150
- Four courses\* from the following: ACC 101, Law 202, MGT 201, FIN 201, MIS 201, MKT 201

\*ECN 150 and (BUS 201 or ACC 101) should be taken prior to the other four courses.

### **COURSE DESCRIPTION**

#### **BUS 201 (F, S)**

##### **INTRODUCTION TO BUSINESS**

3 credits

Designed exclusively for non-business majors, this course allows students to learn the language of business and to understand how organizations operate.

Students are exposed to all aspects of business and are invited to examine how their own interests and skills can be applied to career opportunities in all types of organizations. Cases, projects, and/or experiential exercises will be used to allow students to apply the conceptual material.

This minor is not available to students in the School of Business Administration.

## **FINANCE**

### **FACULTY**

Walter Schubert, Ph.D., Chair

Professors: Barenbaum, Schubert

Associate Professors: Buch, Kelly, Rhoda

Assistant Professors: Ambrose, McNichol

Finance plays a central and critical role in the functioning of the economy. All enterprises (for profit, non-profit, and government) need to finance their strategic undertakings as well as their ongoing operations. Individuals, likewise, need to plan for important future events (e.g., financing their childrens' education, weddings, retirement). The study of Finance provides students with the knowledge and tools necessary to work and thrive in today's dynamic, global financial environment.

Students of finance typically follow career paths in financial management (such as working in the finance department of a corporation or government unit, or working in a consulting firm), investments (brokerage, portfolio management, security analysis), or financial services (working in a bank or an insurance company).

The curriculum of the Finance Department is uniquely designed to meet the needs of students wishing to pursue any of these career paths.

Understanding the importance of linking theory and practice, the Department recommends that students consider joining Gamma Iota Sigma (the Risk Management and Insurance Club) and/or the Investment Club (where students manage an actual investment fund). In addition, we advise that, during their University years, students strongly consider undertaking an internship or co-op.



**REQUIREMENTS**

Required for Professional Option in Finance: 4 courses

- FIN 304, 403
- Two courses from among the following: FIN 306, 313, 314, 401, 420, 470

Junior standing is a prerequisite for 300- and 400-level courses.

**COURSE DESCRIPTIONS****FIN 201 (303) (F, S)**

INTRODUCTION TO FINANCIAL MARKETS AND INSTITUTIONS  
3 credits

An introduction to the basics of institutional finance. Financial instruments are generated and traded by participants in financial markets with financial intermediaries facilitating the process. Concepts, terminology, and current practices in each of these areas are examined, along with the impact they have on the economy. Prerequisites: ACC 101 and ECN 150.

**FIN 300 (F, S)**

FUNDAMENTALS OF FINANCIAL MANAGEMENT  
3 credits

An introduction to the major concepts and techniques of financial management with an emphasis on time value of money, security valuation, cost of capital, capital budgeting, and financial statement analysis. Prerequisites: ACC 102, MTH 115, MTH 116, QNT 213, CSC 151.

**FIN 304 (S)**

FINANCIAL DECISION-MAKING  
3 credits

Case studies, outside readings, and spreadsheet analysis are employed to reinforce and further develop the concepts covered in Finance 300. Prerequisite: FIN 300.

**FIN 306 (F)**

DOMESTIC AND INTERNATIONAL FINANCIAL MARKETS AND INSTRUMENTS  
3 credits

Analysis of U.S. money and capital markets from a global perspective. Topics include domestic funds flows and security markets; international balance of payments, security markets and monetary sys-

tems; pricing of financial instruments; interest and exchange rate determination; financial derivatives; domestic and international risk analysis. Prerequisite: FIN 201.

**FIN 313 (S)**

EMPLOYEE BENEFIT PLANNING  
3 credits

A study of the nature and operation of employer-sponsored benefit plans offered in a complex socioeconomic and political environment. Topics include mandated benefits such as Social Security, workers compensation, and unemployment insurance, as well as a more in-depth examination of group life, health, disability, and qualified and non-qualified retirement plans. Emphasis is on benefit plan design, administration, cost, funding, and regulation as viewed from a benefit manager's financial perspective. Same as RMI 313. Prerequisite: FIN 300.

**FIN 314 (F)**

RISK MANAGEMENT  
3 credits

Designed to acquaint the student with the nature of risk management and the role of the risk manager in business or governmental organizations. Emphasis on risk analysis and control functions: recognition, measurement and treatment. Historical and forecast financial statements are scrutinized for the purpose of risk identification. Same as RMI 314. Prerequisite: FIN 300.

**FIN 350, 450 (F, S, Summer)**

COOPERATIVE EDUCATION  
3 credits

Full-time paid employment in an area firm or government agency. Appropriate job-related learning assignments under faculty supervision. Consult Department Chairperson. Prerequisite: FIN 201 or 300 or permission of Chairperson.

**FIN 360, 460 (F, S, Summer)**

INTERNSHIP IN FINANCE  
3 credits

Practical experience in Financial/Insurance setting. Appropriate job-related learning assignments under faculty supervision. Consult Department Chairperson. Prerequisite: FIN 201 or 300 or permission of Chairperson.

**FIN 401 (S)**

INVESTMENT ANALYSIS  
3 credits

Focuses on current practice and recent theoretical developments in the securities market. Special emphasis on the

stock and bond markets. Deals with the characteristics of individual securities and portfolios. Also criteria and models for alternative portfolio composition; criteria for evaluation and measurement of portfolio performance, all in a global context. Prerequisites: FIN 201 and 300.

**FIN 403 (F)**

INTERNATIONAL FINANCE  
3 credits

The study of multinational business practice, direct foreign investment, and managerial challenges in operating abroad. Foreign exchange markets, exchange rate determination, forecasting and hedging; and other contemporary issues in global finance. Prerequisite: FIN 201.

**FIN 420 (S)**

FINANCIAL MANAGEMENT OF THE INSURANCE FIRM  
3 credits

A functional course emphasizing the interrelationships among underwriting, investment, regulation, and other aspects of insurance company and insurance agency operations. Spreadsheets are used to demonstrate effective financial management of the insurance firm. Same as RMI 420. Prerequisite: FIN 300.

**FIN 470 (F)**

SELECTED TOPICS IN FINANCE  
3 credits

Selected topics in finance studied in-depth under the direction of faculty. Prerequisite: Senior standing.

## HEALTH CARE ADMINISTRATION MINOR

**FACULTY**

Anne Walsh, D.S.W., M.B.A., Director  
Associate Professor: Leauby  
Assistant Professor: Walsh  
Lecturer: Goggins

**REQUIREMENTS**

Required for Financial Management Option: 6 courses

- HCA 370, 371, 461 and ACC 303.

- Two courses from approved list.

(Financial Management Option is available only to Business majors due to course prerequisites.)

Required for Generalist Option: 6 courses

- HCA 370, 371, 459, 460
- Two courses from approved list.

Approved list: PHL 223, PSY 215, REL 323, SOC 309, ACC 101, LAW 300, QNT 213.

Junior standing is a prerequisite for 300- and 400-level courses.

## COURSE DESCRIPTIONS

### HCA 370 (F)

INTRODUCTION TO HEALTH CARE ORGANIZATION AND MANAGEMENT  
3 credits

Analyzes the health care system in the United States including trends in multi-hospital systems, behavioral health care, and managed care. Managerial approaches to system integration, financing, and total quality management are also examined.

### HCA 371 (S)

HEALTH CARE LAW  
3 credits

Provides an orientation to the field of health care law including issues related to medical staff relations, professional liability, managed care, institutional contracts, and patients' rights. Health regulations are examined from the institutional and patient perspective.

### HCA 459 (F)

HEALTH PLANNING AND POLICY ANALYSIS  
3 credits

Strategic analysis of the various external and internal factors which influence health care delivery are discussed. Students are exposed to issues involved in strategy formulation and the implementation of strategy within a national and international context. Prerequisite: HCA 370 (or taken concurrently).

### HCA 460 (S)

INTERNSHIP IN HEALTH ADMINISTRATION  
3 credits

Seminar course designed to enable stu-

dents to participate in an internship within a health care organization. Internships may be designed within acute care, long term care, non profit, health insurance, and other health related organizations in the region. Prerequisite: HCA 459

### HCA 461 (S)

INTERNSHIP IN HEALTH FINANCIAL MANAGEMENT  
3 credits

Seminar course designed to enable students to participate in a health financial management internship. Internships may be designed within consulting, acute care, long term care, insurance, and other health related organizations in the region. Prerequisite: ACC 303.

## INTERNATIONAL STUDIES MINOR

Directed by: Joshua Buch, Ph.D.,  
Finance Department

Designated as a minor available to all students regardless of major.

## REQUIREMENTS

Required: 6 courses

Many of the courses listed below may also fulfill Core I or Core II requirements.

Any 3 courses from the following:

Core IA:

- PHL 305, REL 240, 341, 344

Core IB:

- All foreign language and foreign literature courses approved for Core I (See Foreign Languages and Literatures); ENG 312; HIS 202, 203, 302, 303

Core II:

- All foreign language and foreign literature courses approved for Core II.
- ECN 330, 331
- HIS 307, 308, 325, 328, 344, 346, 348, 352, 353, 354, 370, 452, 458, 470
- POL 342, 343, 344
- SOC 257, 258

Additional courses (can also satisfy the first group of the three course requirement):

- ECN 432
- HIS 340, 345, 440
- POL 322

Any 3 courses from the following:

- ECN 330 or 331
- POL 240 or 341
- MGT 356
- FIN 403
- MKT 305

Suitable Special Topics courses may be approved; see Dr. Buch for advisement.

## LAW

Pre-Law Advisors: David Culp, Gerard Downey

## FACULTY

Business-Law Program

Assistant Professors: Cogan, Culp

Lecturers: Gembala, Halpin

## REQUIREMENTS

Law courses may be taken as electives. LAW 202 is required of all business administration students. While there is no pre-law major, certain of these courses may be recommended for pre-law students by the Coordinator.

Junior standing is a prerequisite for all 300- and 400-level courses.

## COURSE DESCRIPTIONS

### LAW 202 (F, S)

LEGAL ENVIRONMENT OF BUSINESS  
3 credits

A study of the American legal system within which business operates, exploring how courts decide cases and the values that play a role in such adjudication. The nature, formation, and application of law to individuals and business. The development of the law, with emphasis on the Constitution, personal and business torts, products liability and consumerism, the employment relationship, discrimination, international legal perspectives, and business and legal ethics.

**LAW 300 (F, S)**

## APPROACHES TO THE LAW OF CONTRACTS

3 credits

The study of both the common law approach to contracts, which governs real estate transactions, service oriented contracts and all non-sale contracts, leases, licenses, etc., and the Uniform Commercial Code approach, which deals exclusively with contracts for the sale of goods.

**MANAGEMENT****FACULTY**

Madjid Tavana, M.B.A., P.M.I.S.,  
Ph.D., Chair

Professors: Joglekar, Miller, Seltzer,  
Smither

Associate Professors: Meisel, Tavana,  
Van Buskirk

Assistant Professors: Chung, Gauss,  
Rappaport, Szabat,

Lecturers: Halpin, Mudrick

There are two majors in the Management Department: Management Information Systems (MIS) and Organizational Management (MGT). The choice of major should depend on career objectives and personal interests. If there are questions about the majors, the student should consult with the Department Chair or a departmental advisor.

The primary goal of the Management Department is to graduate competent students in the fields of Management Information Systems (MIS) or Organizational Management (MGT). MIS and MGT curricula produce graduates that can communicate effectively, continue to learn and update their skills, and are confident in their abilities as professionals. Students are trained to be sensitive to the expanding role they play in society and understand the evolving implications of their professional, ethical, legal, and social responsibilities.

Individuals completing the recommended courses of study in MIS or MGT will be able to:

- function competently at an entry level position;
- enter an advanced course of study;

- communicate in a variety of settings using oral, written, and multimedia techniques;
- think creatively in solving problems;
- use planning, implementation and management tools in a changing environment;
- possess an awareness of management techniques, professional and ethical concepts, legal issues, and strategic planning; and
- understand that managers function within a global context and, therefore, must be cognizant of cultural, economic, political, and technological differences.

**Management Information Systems**

Management Information Systems (MIS) focuses on designing computer systems to help people do their work better. It involves bridging the gap between technology and the people who use it by converting user requirements into cost-effective computer and information systems and finding ways to make users and systems more productive.

Information systems have always been significant in the management of organizations. The use of computers has continued to evolve from machines which could calculate and produce simple reports to distributed multiprocessors with powerful individual work-stations for the end-user.

If you have a flair for computers, but don't want to be a programmer; if you enjoy working with people – talking about projects and solving problems in teams; if you think you would enjoy the design process – planning and implementing a system that works most efficiently, you should think about a career in MIS.

The applied nature of the MIS discipline suggests a critical link with the practicing professional community. This relationship is established and maintained through the use of "real-world" projects, practicing MIS professionals as speakers in class, and internships. Our student organization, the Association for Information Technology Professionals (AITP), brings executives to speak on campus, and pro-

vides a forum for students to network and explore their career interests.

Career opportunities for MIS professionals are expanding rapidly and will continue to do so for the foreseeable future. Professionals entering the MIS marketplace require specialized training and education. Unique skill sets are necessary to support a large number of job titles and positions such as: Systems Analyst, Database Administrator, Computer Systems Auditor, Information Systems Manager, Computer and Software Marketing Manager, Office Automation Specialist, Computer Consultant, and Network Administrator.

**REQUIREMENTS**

Required for professional option in Management Information Systems: 4 courses.

- MIS 385 and 410
- Choose two of the following:  
MIS 401, 405, 411, 420.

Junior standing is a prerequisite for 300- and 400-level courses.

**COURSE DESCRIPTIONS****MIS 201 (300) (F, S)**MANAGEMENT INFORMATION SYSTEMS  
3 credits

This course is designed to provide a comprehensive overview of the field of information systems so that students can become knowledgeable users of contemporary information technology (IT) and can make managerial decisions about computer-based information systems. Topics include: information systems in organizations, computer hardware and software, telecommunications and networks, database management, transaction processing systems and management information systems, decision support systems, expert systems, systems analysis and design, systems development and implementation, information resources management, emerging information technologies, and other current IT issues. Prerequisite: CSC 151.

**MIS 350, 450 (F, S, Summer)**COOPERATIVE EDUCATION  
3 credits

Full-time paid employment in an area firm or government agency. Appropriate job-related learning assignments under faculty supervision. Consult Department Chairperson. Prerequisite: MIS 201.

**MIS 360, 460 (F, S, Summer)**

## INTERNSHIP IN MANAGEMENT INFORMATION SYSTEMS

3 credits

Practical experience in area company or organizational setting. Appropriate job-related learning assignment under faculty supervision. Consult Department Chairperson. Prerequisite: MIS 201.

**MIS 371 (F, S)**

## SPECIAL TOPICS IN MANAGEMENT INFORMATION SYSTEMS

3 credits

Designed to address contemporary issues and interests in Management Information Systems. Such topics as Office Automation, Information Systems Evaluation, Information Resources Management, and User Interface Design will be offered in various semesters. Prerequisite: varies with topics.

**MIS 385 (S)**

## DECISION SUPPORT AND EXPERT SYSTEMS

3 credits

This course is about the manager's responsibilities for decision making in the Information Age using Decision Support Systems (DSS) and Expert Systems (ES). DSS topics include: Data Management, Modeling and Model Management, User Interface, Executive and Organizational Systems, Group Decision Support Systems (GDSS), and DSS Building Process and Tools. ES topics include: Applied Artificial Intelligence, Knowledge Acquisition and Validation, Knowledge Representation, Inferencing and ES Building Process and Tools. Students are required to apply DSS and ES Software Packages in a hands-on environment. Prerequisite: MIS 201 or equivalent.

**MIS 401 (F)**

## BUSINESS APPLICATIONS PROGRAMMING AND SOFTWARE

3 credits

This course explores a problem solving methodology that employs computer programming languages and software packages. Emphasis is placed on identifying the capabilities and limitations of the languages and software tools in solving typical business problems. Students will learn skills and techniques to solve such problems through a series of steps that involve identifying and formally defining a business problem, designing and representing the solution processes, writing program specifications, and documenting

and defending the solutions. Procedural languages such as BASIC and COBOL, declarative languages like Prolog and SQL, and much *newer* languages such as HTML and Visual BASIC will be introduced. Cooperative work in small groups to carry out case-oriented assignments as well as a research project accompanied by a formal presentation will form a critical part of the course. Prerequisite: MIS 201 or equivalent.

**MIS 405 (S)**

## INFORMATION TECHNOLOGY

3 credits

The purpose of this course is to provide students with an understanding of the critical role that information technology (IT) plays in today's organizations and society, and to help them appreciate the speed and magnitude of change in information technology. There are three major components in this course: (1) historical perspective on the strategic role of IT; (2) the structures, issues, and trends in contemporary IT industry – with special focus on topics such as communication, telecommunication and connectivity, hardware and software trends and the global market, electronic commerce, National Information Infrastructure (NII) and information superhighway, the role of government and other constituencies influencing the future of IT, and the role of Chief Information Officer (CIO); and (3) extension of the readings and classroom discussions to real-world practices. This course requires students to actively participate, often in groups, through readings, research projects, report writing, in-class discussions, and formal presentations. Prerequisite: MIS 201 or equivalent.

**MIS 410 (F)**

## INFORMATION SYSTEMS ANALYSIS AND DESIGN

3 credits

Complex business systems and organizations are examined, with the goal of discovering their structure and information flow. Tools such as the Entity-Relationship Diagram, Data Structure Diagram, Data Flow Diagram, Data Dictionary, and Process Specifications are used to develop Systems Specifications. Systems Design topics such as User Interface, Design Alternatives, Prototyping, Input, Output, and File Design are discussed. Prerequisite: MIS 201 or equivalent.

**MIS 411 (S)**

## SMALL BUSINESS SYSTEMS DEVELOPMENT

3 credits

Intended as a project course in which students are equipped with the knowledge and skills necessary to develop and implement information systems for small businesses. The course covers transactional processing, management reporting, the need to transfer data among multiple application files, and application software integration programs. Development and implementation of multiple-application packages, such as integrated accounting programs and financial reporting systems are examined. Multiple applications in these packages include Order Processing, Invoicing, Accounts Receivable, Inventory Control, Credit Monitoring and Reporting, Purchasing, Accounts Payable, Payroll, General Ledger, and Financial Statements. Prerequisite: MIS 201 or equivalent.

**MIS 420 (S)**

## DATABASE MANAGEMENT

3 credits

In today's competitive business environment, making high-quality managerial decisions is of the highest priority, and calls for provision of quality information. The focus of this course lies on the primary source of such information – the corporate database. Students will learn how the organizational data needs are identified and fulfilled by examining how a database is designed, created, and maintained in both traditional and distributed settings as well as how database applications are implemented around the database. Topics to be covered in this course include database architecture, relational data modeling and normalization, logical and physical database design, integration of database with database applications, structured query language (SQL), current issues surrounding distributed data management and client-server systems, database administration, and the role of CIO (Chief Information Officer) and DBA (Database Administrator). A major case study project to be carried out in groups will focus on the actual implementation of a full-fledged database application. Prerequisite: MIS 201 or equivalent.

## Organizational Management

Organizational Management majors study the “human” side of business. Ultimately all business decisions are made by people. Organizational Management majors learn how to manage an organization’s human resources to maximize its profitability and enhance employee satisfaction. Organizational Management majors learn how organizations influence, and are influenced by, their strategy, business environments, technology, social norms, size, and life stages. They learn how to recruit, select, train, appraise, compensate, and manage a diverse, talented work force in a competitive global environment. Like all business majors at La Salle, they also obtain a broad background in all areas of business (marketing, accounting, finance, operations, management information systems, and policy) through courses in our core business curriculum.

All firms require people skilled in organizational management. As a group, Organizational Management majors have very diverse interests. Many want to enter a career in human resource management. Others want to be entrepreneurs and someday run their own companies. Some know they want a career in business, but have not yet decided which business career path is best suited to their interests.

Students are especially encouraged to complete an internship in firms such as Crown Cork & Seal, the largest packaging company in the world, with its worldwide headquarters in Northeast Philadelphia. Our student organization, the Society for Advancement of Management (SAM), brings executives to speak on campus, and provides a forum for students to network and explore their career interests.

### REQUIREMENTS

Required for professional option in Organizational Management: 4 courses.

- MGT 302, 303, and 307
- Choose one of the following:  
MGT 352, 353, 354, 355,  
356, 357.

Junior standing is a prerequisite for 300- and 400-level courses.

### COURSE DESCRIPTIONS

#### MGT 200 (F,S)

PRESENTATION SKILLS FOR BUSINESS  
3 credits

Focuses on the skills needed to link oral communication with the ability to work effectively in the current organizational environment. This course is based on the understanding that content and effective presentation of material are equally important in the understanding of communication. Active participation through oral presentations on current business topics are required. Students will make use of computer-based presentation technology.

#### MGT 201 (F,S)

ORGANIZATIONAL BEHAVIOR  
3 credits

Consideration of the key issues of human behavior at work. Topics include: leadership, motivation, communication, group dynamics, organizational structure, and other topics relating to the management of organizations. Throughout the course emphasis will be placed on contemporary issues in management, such as business ethics, workplace diversity, and managing in an international context. Current readings, cases, and experiential learning.

#### MGT 300 (F,S)

PRODUCTION AND OPERATIONS  
MANAGEMENT  
3 credits

Survey of basic concepts of production and operations management in manufacturing as well as service industries. Topics include decision theory, linear programming, forecasting, waiting line, simulation, capacity planning, location planning and transportation, layout and process design, inventory management, scheduling and project management, and emerging issues in production and operations management. Use of management science software to analyze case studies. Prerequisites: MTH 115 and 116, QNT 213, Junior standing.

#### MGT 302 (F)

MANAGING HUMAN RESOURCE I:  
CREATING A COMPETITIVE  
WORKFORCE  
3 credits

This course introduces students to the role that effective human resource (HR) management plays in successfully implementing business strategy. Topics include HR strategy, HR planning, job analysis, equal employment opportunity (EEO) law, recruiting, measurement, and selec-

tion. There is also strong emphasis on the special challenges and issues associated with international human resource management. Prerequisite: MGT 201.

#### MGT 303 (S)

MANAGING HUMAN RESOURCES II:  
DEVELOPING AND MANAGING A COM-  
PETITIVE WORKFORCE  
3 credits

This course blends theory, research, and practice to enable students to maximize employee productivity, commitment, and satisfaction. Topics include training and development, performance management and appraisal, compensation and benefits, quality initiatives and job design, and labor relations. This course strongly emphasizes issues associated with managing an international workforce. Prerequisite: MGT 302.

#### MGT 307 (S)

DESIGNING ORGANIZATIONS FOR  
COMPETITIVE ADVANTAGE  
3 credits

Develops an understanding of the interaction of organizational structure and processes. Examines relationship of internal and external environments. Studies organizational design and utilizes current theories of organizational behavior as practical tools in analyzing specific organizations. Prerequisite: MGT 201.

#### MGT 350, 450 (F,S, Summer)

COOPERATIVE EDUCATION  
3 credits

Full-time paid employment in an area firm or government agency. Appropriate job-related learning assignments under faculty supervision. Prerequisite: MGT 201.

#### MGT 352 (F)

EFFECTIVE COMMUNICATION IN A  
TEAM ENVIRONMENT  
3 credits

An examination of the process of communication in personal and organizational settings. Focus on the individual’s styles and patterns of communication, verbal and nonverbal modes, self-image, listening, perception, and barriers to effective communication. Emphasizes building communication skills through active participation in experiences and discussions in class. Limited enrollment. Prerequisite: MGT 201.

**MGT 353 (366) (S)**

## DISPUTE RESOLUTION

3 credits

Dispute resolution and conflict management describe a set of theories, principles, and techniques which build upon skills of analysis and communication. Managers negotiate every day to resolve conflicts between individuals and groups both within and outside the organization. Readings, exercises, and cases are utilized to study the complex human activity that is dispute resolution. Prerequisite: MGT 201.

**MGT 354 (404) (S)**GROWING A BUSINESS:  
ENTREPRENEURSHIP AND SMALL  
BUSINESS MANAGEMENT

3 credits

The actual art and practice of managing a small enterprise. Concepts and methods for decision making and being competitive. Actual cases with live situations and outside speakers from all areas – business, government, and organized labor – impinging on the small entrepreneur today. Prerequisite: MGT 201.

**MGT 355 (F)**POWER, MOTIVATION,  
AND LEADERSHIP

3 credits

This course focuses on social influence processes in organizations by examining theories and research regarding power, motivation, and leadership. We will examine not only the effectiveness of various management approaches for accomplishing the goals of the organization, but also the impact of these approaches on the satisfaction and development of employees. Prerequisite: MGT 201.

**MGT 356 (F)**MANAGING IN THE GLOBAL  
ECONOMY

3 credits

Changes in the world business environment are bringing new opportunities and challenges to firms and individuals. In Philadelphia, an increasing number of companies and public agencies are involved in international business. This course will study the area connections to the global economy through discussions with experts in global trade, and with representatives of international businesses. Course will feature planned class visits to important businesses, sites, and staging areas for the Philadelphia aspect of the global economy. Prerequisite: MGT 201 or equivalent.

**MGT 357 (F)**MANAGING CULTURAL DIVERSITY IN  
THE WORKPLACE

3 credits

This course is designed to teach students how to manage the growing multicultural workforce in the United States. Students will be exposed to the basic concepts and issues of intercultural communication and cross-cultural relations, and will explore the challenge that managing cultural diversity presents to organizations and individuals. Prerequisite: MGT 201 or equivalent.

**MGT 360, 460 (F, S, Summer)**INTERNSHIP IN ORGANIZATIONAL  
MANAGEMENT

3 credits

Practical experience in an organizational setting. Study and evaluation of an organization's functioning. Appropriate job-related learning assignments under faculty supervision. Consult Department Chairperson. Prerequisite: MGT 201.

**MGT 371 (F, S)**

## SPECIAL TOPICS

3 credits

Designed to address contemporary issues and interests in Management. Such topics as Total Quality Management, Non-profit Management, Compensation Analysis, and Employment Law will be offered in various semesters. Prerequisite varies with topics.

**MGT 485 (F, S)**

## BUSINESS POLICY

3 credits

Intended as a capstone course in business administration. Integration of backgrounds acquired from accounting, finance, production, personnel, and marketing, strategic planning and implementation; analysis and discussion of actual or simulated situations. Prerequisite: Senior standing.

**Quantitative Analysis**

The Management Department coordinates the courses in this area.

Junior standing is a prerequisite for 300- and 400-level courses.

**COURSE DESCRIPTIONS****QNT 213 (F, S)**INTRODUCTION TO  
BUSINESS STATISTICS

3 credits

Basic statistical methods used in the analysis of business and economic decision problems. Emphasis is on valid applicability of techniques, sound interpretation of statistical results, as well as successful execution of statistical methods. Topics include: descriptive statistics, both graphical and numerical; probability and probability distributions; sampling distributions; statistical estimation and hypothesis testing; chi-square analysis; and simple and multiple regression and correlation. Students will be introduced to a microcomputer statistical software package. Prerequisites: MTH 115, 116, CSC 151.

**QNT 214 (S)**

## INTERMEDIATE BUSINESS STATISTICS

3 credits

Intermediate statistical methods used in the analysis of business decisions and problems. Emphasis is on valid applicability of techniques, sound interpretation of statistical results as well as successful execution of the statistical methods. Topics include: two-sample testing; analysis of variance; multiple regression extensions; and time series analysis. Students will work extensively with a statistical software package. Prerequisite: QNT 213.

**QNT 370**SPECIAL TOPICS IN APPLICATION  
OF STATISTICS

3 credits

Selected topics in forecasting; regression of time series data, classical analysis of time series data such as the decomposition method, exponential smoothing, and Box-Jenkins methods. Prerequisite: varies with topics.

## MARKETING

### FACULTY

James A. Talaga, Ph.D., Chair

Assistant Professors: Bean, Javie, Jones, Talaga

Lecturer: Willig

Many people believe that marketing consists only of advertising and personal selling. Although marketing includes these activities, the purpose of marketing in an organization is much broader; the purpose of marketing is to create and retain satisfied customers. Marketing begins by understanding consumer behavior, discovering customers' needs and then developing programs to satisfy those needs.

The decisions made in creating marketing programs are essential to the success of any organization. Which customer groups shall we serve? What kind of products and services will we offer? How should they be priced, promoted, and distributed to the customer? The fundamental marketing concept is that organizations can achieve their goals by satisfying consumer needs.

The Marketing curriculum at La Salle University will give students the knowledge and skills they need to succeed in a variety of marketing related fields. Marketing classes and projects develop such skills as making effective presentations, creating advertising campaigns, analyzing consumer behavior, and conducting marketing research studies. In all Marketing classes, an emphasis is placed on involving students with real-world problems that will advance their ability to make sound business decisions.

Marketing majors are encouraged to participate in the Marketing Department's Internship Program. Here, participants work part-time in a marketing position under faculty supervision. The Department of Marketing has a tradition of interacting with students as they make both academic and career decisions. Marketing graduates may work in business, government, or non-profit organizations. Those who major in marketing are prepared to enter a wide variety of career fields; these include personal selling, retailing, public relations, advertising, direct marketing, marketing research, and marketing management.

### REQUIREMENTS

Required for Professional Option in Marketing: 4 Courses.

- MKT 301, 401 and 402
- Choose one of the following: MKT 302, 304, 305, or 371.

Junior standing is a prerequisite for 300- and 400-level courses.

Required for Minor in Marketing: 6 courses

- BUS 201, ECN 150, MKT 300
- One course from the following: ACC 101, FIN 300, MGT 201, MIS 300
- Two courses from the following: \* MKT 301, 302, 305, 371

\* Course work in, or demonstrated evidence of, oral and interpersonal skills and/or permission of Chairperson is required prior to enrolling in upper-level Marketing courses.

Junior standing is a prerequisite for 300- and 400-level courses.

### COURSE DESCRIPTIONS

#### MKT 201 (300) (F, S)

##### PRINCIPLES OF MARKETING

3 credits

An overview of marketing concepts and principles applicable to business and other organizations. Factors influencing the marketing environment and buyer behavior; market segmentation and targeting. Product development, pricing, promotion and distribution to satisfy the needs of selected target markets.

#### MKT 301 (F, S)

##### PERSONAL SELLING

3 credits

Examines the importance and practice of individual selling in the economy. Focuses on types of buyers, buyer behavior, steps in the selling process, sales presentations, and ethics in selling. Prerequisite: MKT 201.

#### MKT 302

##### ADVERTISING AND PROMOTIONAL MANAGEMENT

3 credits

Focuses on the economic and social aspects of non-personal promotion, including the important methods and techniques of research which form the basis of any promotional campaign. Includes a practical treatment of sales promotion programs, advertising copy, layout and media; measurement of promotional effectiveness; and advertising departments and agencies. Prerequisite: MKT 201.

#### MKT 303

##### SALES MANAGEMENT

3 credits

The activities of a sales manager in directing and controlling a sales force; recruiting, selecting, training, compensating, motivating, and supervising sales personnel; establishment of sales territories, quotas, and budgets. Prerequisite: MKT 201.

#### MKT 304

##### BUSINESSTO BUSINESS MARKETING

3 credits

A study of business activities involved in the marketing of products and services to organizations (i.e., commercial enterprises, non-profit institutions, government agencies, and resellers). Emphasis also is on organizational and interfunctional interaction, buyer behavior, global interdependence and competition, and negotiation. Prerequisite: MKT 201.

#### MKT 305

##### INTERNATIONAL MARKETING

3 credits

A managerial view of the marketing function from a global perspective. Describes and explores the complexities, problems, and opportunities of world-wide marketing. Prerequisite: MKT 201.

#### MKT 350, 450 (F, S, Summer)

##### COOPERATIVE EDUCATION

3 credits

Full-time paid employment in an area firm or government agency. Appropriate job-related learning assignments under faculty supervision. See Department Chair for further information. Prerequisite: MKT 201.

#### MKT 360, 460 (F, S, Summer)

##### INTERNSHIP IN MARKETING

3 credits

A study of an organization's marketing program conducted while the student is serving part-time as a trainee. Carried out under faculty supervision. See Department Chair for further information. Pre-



requisites: MKT 201 and at least one upper level marketing course. A student may elect to take a second marketing internship for 3 additional credits in subsequent semesters.

### **MKT 371**

#### **CONSUMER BEHAVIOR**

3 credits

A study of the consumer with applications for marketing strategy development. Looks at the cultural, social, and psychological influences on consumers and the consumer decision process. Prerequisite: MKT 201.

### **MKT 372**

#### **RETAILING**

3 credits

Application of marketing concepts and principles to the management of retail institutions. Major topics include choice of store location, merchandise planning and management, retail pricing and promotion, and the impact of a changing environment on retailing. Prerequisite: MKT 201.

### **MKT 373**

#### **PRINCIPLES OF PURCHASING**

3 credits

A study of purchasing principles applicable to industrial firms, wholesalers, retailers, and government procurement agencies. Relationship between marketing and purchasing functions. Legal considerations of contracts and agency. The art of negotiation; cost/price analysis as it affects buyer and seller. Prerequisite: MKT 201.

### **MKT 401 (F, S)**

#### **MARKETING RESEARCH**

3 credits

The use of scientific method in the solution of specific marketing problems and in the conduct of general market research studies: methods of marketing research, gathering data, tabulation and analysis, interpretation of results, and report presentation. Prerequisites: QNT 213, MKT 201.

### **MKT 402 (S)**

#### **MARKETING MANAGEMENT**

3 credits

As the capstone course for marketing majors, integrates all other marketing courses. Includes a study of actual business cases employing a managerial approach to marketing. Emphasizes deci-

sion making and strategy development in marketing under rapidly changing market conditions. Prerequisites: All other required marketing courses or permission of the instructor.

## **RISK MANAGEMENT AND INSURANCE MINOR**

### **FACULTY**

Directed by: Kathleen S. McNichol, M.B.A., C.P.C.U., Finance Department

Associate Professor: J. Kelly

Assistant Professors: Ambrose, McNichol

### **REQUIREMENTS**

Six courses are required for the Minor in Risk Management and Insurance, and must be taken from the following two groups:

- RMI 301, 313, 314, 420, Cooperative Education or Internship.
- ACC 101; FIN 300; LAW 202; QNT 213.

Business majors are required to take 4 RMI courses; Non-business majors are required to take at least 3 RMI courses. Junior standing is a prerequisite for 300- and 400-level courses.

### **COURSE DESCRIPTIONS**

#### **RMI 301 (F)**

##### **FUNDAMENTALS OF RISK AND INSURANCE**

3 credits

Introduction to the underlying principles, practices, and the legal aspects of insurance; survey of personal lines such as auto, homeowners, life, health; commercial lines coverages, including fire, marine, fidelity and corporate surety, workers' compensation, business interruption.

#### **RMI 313 (S)**

##### **EMPLOYEE BENEFIT PLANNING**

3 credits

A study of the nature and operation of employer-sponsored benefit plans offered in a complex socioeconomic and political environment. Topics include mandated

benefits such as Social Security, workers compensation, and unemployment insurance, as well as a more in-depth examination of group life, health, disability, and qualified and non-qualified retirement plans. Emphasis is on benefit plan design, administration, cost, funding, and regulation as viewed from a benefit manager's financial perspective. Same as FIN 313. Prerequisite: FIN 300.

### **RMI 314 (F)**

#### **RISK MANAGEMENT**

3 credits

Designed to acquaint the student with the nature of risk management and the role of the risk manager in business or governmental organizations. Emphasis on risk analysis and control functions: recognition, measurement and treatment. Historical and forecast financial statements are scrutinized for the purpose of risk identification. Same as FIN 314. Prerequisites: RMI 301 and FIN 300, or permission of Program Coordinator.

### **RMI 350, 450 (F, S, Summer)**

#### **COOPERATIVE EDUCATION**

3 credits

Full-time paid employment in an area insurance/risk management-related firm. Appropriate job-related learning assignments under faculty supervision. Consult Program Coordinator. Prerequisite: FIN 201 or RMI 301.

### **RMI 360, 460 (F, S, Summer)**

#### **INTERNSHIP IN RISK MANAGEMENT**

3 credits

Normally part-time, non-paid practical experience in risk management/insurance setting. Appropriate job-related learning assignments under faculty supervision. Consult Program Coordinator. Prerequisite: FIN 201 or RMI 301.

### **RMI 420 (S)**

#### **FINANCIAL MANAGEMENT OF THE INSURANCE FIRM**

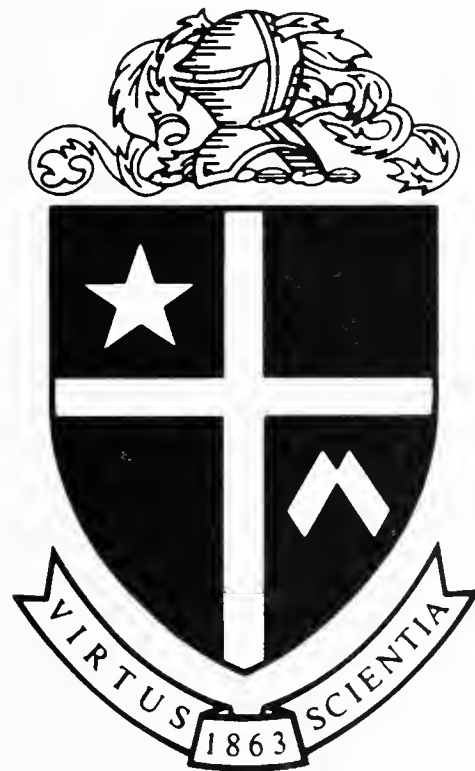
3 credits

A functional course emphasizing the interrelationships among underwriting, investment, regulation, and other aspects of insurance company. Spreadsheets are used to demonstrate effective financial management of the insurance firm. Same as FIN 420. Prerequisites: RMI 301 and FIN 300, or permission of Program Coordinator.



# Nursing

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**L**a Salle's Bachelor of Science in Nursing program prepares its graduates to qualify for the state board nursing examination to become registered professional nurses and to practice as members of the nursing profession. The four-year, full-time, 122-credit program leading to the B.S.N. provides the student with a strong foundation in the liberal arts and biological sciences in preparation for 13 nursing major courses, eight of which include clinical practice components in a variety of health care settings. The goal of the B.S.N. program is to enable the graduate to provide professional nursing care which includes health promotion and maintenance, illness care, restoration, rehabilitation, and health counseling and education based on knowledge derived from nursing theory and research.

La Salle's B.S.N. program provides the opportunity to refine critical thinking skills, to strengthen one's self concept as a person, to develop as a member of the nursing profession, to set a course for self-directed learning and independent action, and to prepare for graduate study in nursing.

The program is designed for students entering from high school who have selected nursing as a career, transfer students, adult students who are seeking a second undergraduate degree or career change, and students who have completed liberal arts/science pre-nursing requirements.

## ACCREDITATION

La Salle University's B.S.N. program is fully accredited by the National League for Nursing. The Accrediting Commission of the National League for Nursing (350 Hudson Street, New York, NY 10014, Telephone: 212-989-9393) is a resource of information regarding tuition, fees and length of La Salle's Bachelor of Science in Nursing program.

## CLINICAL EXPERIENCES

La Salle's School of Nursing has established strong ties with a number of hospitals and other health care facilities in the Philadelphia area. Clinical experiences associated with course work will be at institutions such as Albert Einstein Medical Center, St. Christopher's Hospital for Children, Moss Rehabilitation Center, Chestnut Hill Hospital, Allegheny University Hospital (East Falls), Belmont Psychiatric Institute, Children's Seashore House, Parkview Hospital, Stapely retirement community, YWCA of Germantown, and Broad Street Academy day care center. In addition, students will have the opportunity to practice through the La Salle University Neighborhood Nursing Center, a nurse-managed public health and primary care facility.

Several of these institutions and the Neighborhood Nursing Center are within walking distance of La Salle's campus. Others can be reached by public transportation if necessary.

## THE MENTOR PROGRAM

As early as the spring semester of the Freshman year, all nursing majors can be assigned a mentor who is a practicing registered nurse. The student can spend time with the mentor in the practice setting, observing and discussing the nature of professional nursing practice until completion of the program.

## ADMISSION TO THE NURSING MAJOR

Before beginning nursing major courses – which are concentrated in the junior and senior years – the student must have earned at least 60 credits in the liberal arts and sciences. Nursing major courses consist of 52 credits.

## MODEL ROSTER

### FRESHMAN YEAR

Fall	Spring
Writing I	Writing II
Literature	Philosophy
Chemistry	Computer Science
Bio-Nutrition	Sociology
Psychology (Core II)	Psychology (Core II)

### SOPHOMORE YEAR

Fall	Spring
Clinical Microbiology	History
Core Course (IB)	Core Course (IB)
Anatomy and Physiology I	Anatomy and Physiology II
Religion	Statistics
Core Course (IA)	

### JUNIOR YEAR

Fall	Spring
Nursing 304	Nursing 309
Nursing 305	Nursing 311
Nursing 307	Nursing 312
Core Course (IB)	Core Course (IA)

### SENIOR YEAR

Fall	Spring
Nursing 403	Nursing 409
Nursing 405	Nursing 411
Nursing 408	Nursing 414
Core Course (IA)	Nursing Elective

## PROGRESS RECORD

### Foundation (9 courses)

- |                                  |                             |  |                            |
|----------------------------------|-----------------------------|--|----------------------------|
| 1. Writing <sup>1</sup> _____    | <b>ENG 107</b>              | 6. Social Science _____                | <b>SOC 150</b>             |
| 2. Writing II _____              | <b>ENG 108</b>              | 7. History _____                       | <b>HIS 150</b>             |
| 3. Literature <sup>2</sup> _____ | <b>LIT 150 or ENG 150</b>   | 8. Science _____                       | <b>CHM 161 (4 credits)</b> |
| 4. Religion _____                | <b>REL 151, 152, or 153</b> | 9. Computer Science <sup>3</sup> _____ | <b>CSC 151 or 152</b>      |
| 5. Philosophy _____              | <b>PHL 151 or 152</b>       |  |                            |

<sup>1</sup> May be waived by decision of the University before you begin course work.

<sup>2</sup> May be in English or in Foreign Language Literature in English translations.

<sup>3</sup> May be waived by challenge examination before you begin course work.

### Core I (6 courses)

#### Core IA – 2 courses

Religion and Philosophy

1. Philosophy \_\_\_\_\_
2. Religion \_\_\_\_\_

<sup>4</sup> Both courses must be in same foreign language.

#### Core IB – 2 courses from any one of these disciplines:

Fine Arts, History, Literature, Foreign Language<sup>4</sup>

1. \_\_\_\_\_
2. \_\_\_\_\_

#### Liberal Arts Electives

1. \_\_\_\_\_
2. \_\_\_\_\_

### Core II

- |          |                             |          |                |
|----------|-----------------------------|----------|----------------|
| 1. _____ | <b>PSY 205, 220, or 225</b> | 2. _____ | <b>PSY 210</b> |
|----------|-----------------------------|----------|----------------|

### Major Courses

- |          |                            |           |                            |
|----------|----------------------------|-----------|----------------------------|
| 1. _____ | <b>NUR 304 (3 credits)</b> | 9. _____  | <b>NUR 408 (3 credits)</b> |
| 2. _____ | <b>NUR 305 (5 credits)</b> | 10. _____ | <b>NUR 409 (5 credits)</b> |
| 3. _____ | <b>NUR 307 (5 credits)</b> | 11. _____ | <b>NUR 411 (5 credits)</b> |
| 4. _____ | <b>NUR 309 (5 credits)</b> | 12. _____ | <b>NUR 414 (3 credits)</b> |
| 5. _____ | <b>NUR 311 (5 credits)</b> | 13. _____ |                            |
| 6. _____ | <b>NUR 312 (3 credits)</b> | 14. _____ |                            |
| 7. _____ | <b>NUR 403 (5 credits)</b> | 15. _____ |                            |
| 8. _____ | <b>NUR 405 (5 credits)</b> |           |                            |

### Electives \*

- |          |                            |           |
|----------|----------------------------|-----------|
| 1. _____ | <b>BIO 161 (4 credits)</b> | 6. _____  |
| 2. _____ | <b>BIO 162 (4 credits)</b> | 7. _____  |
| 3. _____ | <b>BIO 163 (4 credits)</b> | 8. _____  |
| 4. _____ | <b>BIO 165 (3 credits)</b> | 9. _____  |
| 5. _____ | <b>ECN 213 (3 credits)</b> | 10. _____ |

\*Because of State Board requirements, electives are controlled.

**KEY**

(F) – Offered in Fall term; (S) – Offered in Spring term; (F, S) – Course may be rostered in either Fall or Spring term. The year is indicated if the course is offered in alternate years. When a course number has been changed this year, the former number is given in parenthesis. Courses approved for Foundation, Core I (3-course sequence) or Core II (2-course option) are so indicated.

Courses listed in this section are subject to change through normal academic channels. New courses and changes in existing course work are initiated in the departments and approved by the curriculum committee consisting of faculty, student, and administrative representatives.

✎ identifies courses that have been designated as writing intensive.

**FACULTY**

Zane Robinson Wolf, Ph.D., R.N.,  
FAAN, Dean

Eileen R. Giardino, Ph.D., R.N., N.P.  
Director, Undergraduate Programs  
Professor: Wolf

Associate Professors: Becker, Capers,  
Giardino, Kinsey, Lauterbach

Assistant Professors: Ambrose, Beitz,  
Dieckmann, Dreher, Frizzell, Haas,  
Heinzer, O'Brien, Serembus

**COURSE DESCRIPTIONS****NUR 304**

INTRODUCTION TO PROFESSIONAL  
NURSING  
3 credits

This course stimulates understanding of the nursing profession as a science, art, and career. It explores the roles of nurses and the practice of nursing within the broader health care system, and focuses on roles of professional nursing, levels of practice, career development, and collaboration with other health professions to provide comprehensive care. The course explores concepts of critical thinking in the context of clinical practice and emphasizes philosophical, legal, and ethical bases for professional practice.

**NUR 305**

HEALTH ASSESSMENT AND  
PROMOTION  
5 credits

The focus of this course is to develop a theoretical and clinical base necessary to assess healthy individuals across the lifespan. Emphasis is given to identifying the range of health states through health assessment, health promotion activities, and prevention of disease and interventions necessary to provide care to healthy individuals within the framework of *Healthy People 2000* objectives. Includes 3 hours of class, 6 hours of clinical. Prerequisites: 60 credits in Arts and Sciences.

**NUR 307**

FOUNDATIONS OF PRACTICE  
5 credits

This course explores the conceptual and practical foundations of nursing as a practice discipline. Theory, learning laboratory, and clinical experiences in a variety of health care settings are provided. The course emphasizes direct care interventions that assist persons to improve health states. Includes 3 hours of class, 6 hours of clinical. Co-requisite: NUR 305.

**NUR 309**

NURSING CARE OF WOMEN AND THE  
CHILDBEARING FAMILY  
5 credits

Refines assessment and communication skills; emphasizes assessment and health promotion activities and application of nursing process with developing families during child bearing. Includes 3 credits of class, 6 hours of clinical. Prerequisite: Nursing 307.

**NUR 311**

NURSING CARE IN CHRONIC ILLNESS  
5 credits

This course focuses on the impact of chronic illness on adult and elderly individuals and their families. Physiological and psychosocial alterations are explored. Maintenance of health through the illness experience is emphasized with patients in secondary and tertiary settings and at home. Includes 3 credits of class, 6 hours of clinical. Co-requisite: NUR 309.

**NUR 312**

PHARMACOLOGY  
3 credits

This course explores pharmacodynamics, pharmacokinetics, drug actions and interactions, and environmental factors and safety precautions during medication administration. Special considerations are

given to the effects of drugs on different age groups and to nursing's responsibilities in drug therapy.

**NUR 403**

MENTAL HEALTH OF THE INDIVIDUAL  
AND COMMUNITY  
5 credits

Theories and concepts of stress and coping are explored from physiological, cognitive-behavioral, cultural, psychosocial, and nursing perspectives. Within the framework of *Healthy People 2000*, clinical experiences focus on stress and coping by individuals, including nurses as practice professionals, groups and families dealing with problematic, health related situations with an emphasis on mental disorders. Includes 3 credits of class, 6 hours of clinical. Co-requisite: NUR 405.

**NUR 405**

NURSING CARE OF CHILDREN AND  
ADOLESCENTS  
5 credits

This course focuses on the impact of acute and chronic illness on children and adolescent individuals and their families. Physiological and psychosocial alterations are explored. Maintenance of health through the illness experience is emphasized with patients in secondary and tertiary settings and at home. Includes 3 credits of class, 6 hours of clinical. Prerequisites: NUR 311 and NUR 312.

**NUR 408**

NURSING RESEARCH  
3 credits

The research process and its relevance to nursing practice is explored. Students examine clinical topics that are appropriate for nursing research. Critique of research as a nurse consumer is emphasized.

**NUR 409**

NURSING CARE IN ACUTE ILLNESS  
5 credits

This course focuses on the impact of acute illness on adult and elderly individuals and their families. Physiological and psychosocial alterations are explored. Maintenance of health through the illness experience is emphasized with patients in secondary health care settings and at home. Includes 3 credits of class, 6 hours of clinical. Prerequisite: NUR 405.

**NUR 410****NURSING ISSUES**

2 credits

Analyzes and debates positions on nursing and health care issues and the processes by which issues develop. Issues are analyzed from a historical, social, political, economic, ethical, and futuristic perspective. Prerequisite: NUR 311.

**NUR 411****PUBLIC HEALTH NURSING**

5 credits

This course introduces the student to population-based health care needs and strengths. Emphasis is placed on health promotion, primary disease prevention and protection for particular at-risk and high-risk population groups. Resources and health care strategies are identified. Neighborhood and community cohesiveness as well as relevant political, social, and health care actions are examined. In a variety of community settings, students will explore and apply nursing strategies that support personal and communal well-being. Includes 3 credits of class, 6 hours of clinical. Prerequisite: NUR 407.

**NUR 414****NURSING MANAGEMENT  
AND LEADERSHIP**

3 credits

Analyzes nursing leadership and management from theoretical and practical perspectives. Leadership and management roles for nurses are explored. Theories, principles, and strategies are analyzed and applied in simulated cases. Emphasis is given to the promotion of assertive behavior in the professional role. For the generic student, this course culminates in a clinical immersion experience. Co-requisite with NUR 409.

**Nursing Electives****NUR 474****WOMEN'S HEALTH CONCERNS**

3 credits

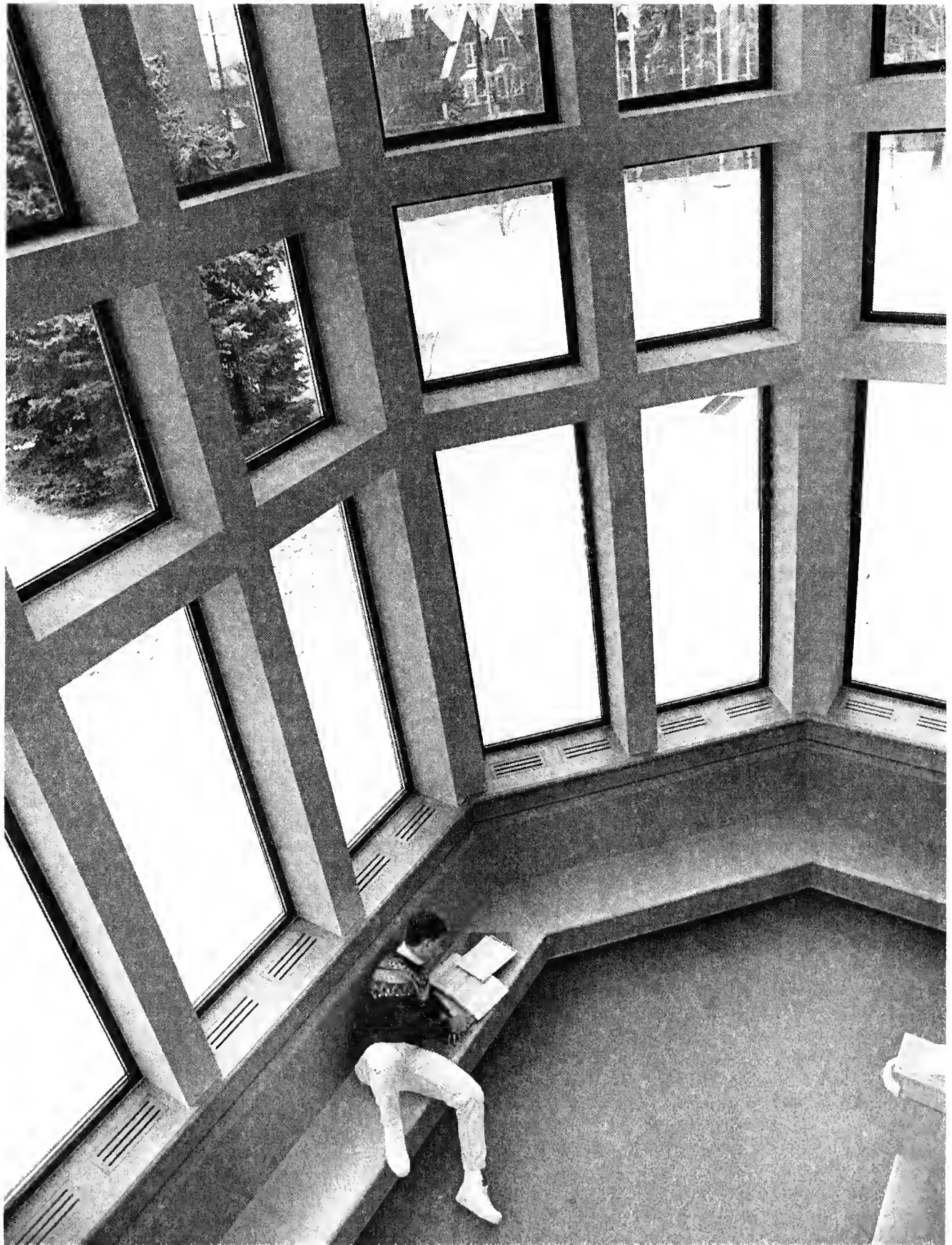
Explores contemporary women's health problems and concerns. Women's health issues are explored. Health risk identification, health promotion, health maintenance, and intervention alternatives are examined from a holistic perspective.

**NUR 478****ETHICAL DILEMMAS IN NURSING  
PRACTICE**

2 credits

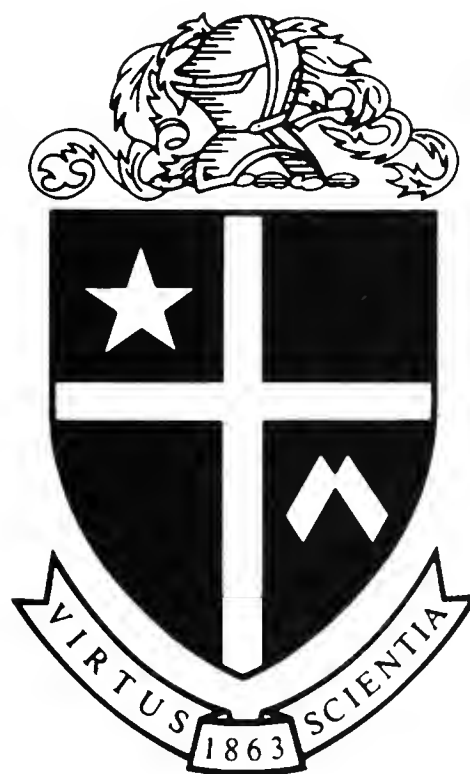
This course critically analyzes ethical dilemmas faced by nurses. Ethical theory is applied to the analysis of ethical dilemmas and to the identification of situational, social, and professional constraints.





# Graduate Studies

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Graduate programs have been available at La Salle from the earliest days of its existence. The more modern development of graduate education on our campus began in 1950 in response to the needs of the sponsoring religious congregation, the Christian Brothers. That year saw the introduction of the Master's program in Religion, initially introduced to train the young Brothers in theology.

With the growth of the institution since the late 1940s, and the added distinction of university status granted by the state of Pennsylvania in 1984, the graduate programs have grown in diversity.

Our programs are designed to invite participation by persons who are interested in advancement in chosen professional areas. We provide a blend of instructors to support the practical educational experience our graduate students seek. Some are highly trained specialists who bring to the classroom the latest theoretical information in their discipline. Others are practicing professionals who provide the insight and skill to apply this theoretical base to the demands of present practice. Working in La Salle's traditional learning environment, they impart a graduate experience that is second to none.

## Mission Statement for Graduate Studies

La Salle University offers graduate programs that enable students to augment their academic background, to acquire both practical and theoretical knowledge in their chosen field, and to enhance their professional competencies. Steeped in the teaching tradition of the Christian Brothers and responsive to current societal needs, these programs, while complete in themselves, are also preparatory for further study. La Salle's graduate programs help students to correlate and synthesize information from various fields, to relate the theoretical to the practical, and to develop values in the liberal arts tradition. Students who earn a Master's degree at La Salle University are prepared both to advance in their professional career and to pursue appropriate doctoral studies.

## Academic Policies and Procedures

### Admission

Admission criteria are program specific. For that reason they are detailed in the section introducing each program. La Salle does not discriminate against any candidate for admission because of race, color, religion, sex, age, national origin, sexual orientation, marital status, or handicap or disability.

### Matriculation

A matriculated student is one who meets all entrance requirements and who has begun working in a definite program toward the graduate degree. Ordinarily, a maximum of seven calendar years is allowed for the completion of the graduate degree. A maximum of ten calendar years is permitted for students participating only during the graduate religion summer sessions. On this basis, graduate students are classified as follows:

- A full-time student is one who is matriculated and registered for six or more hours of credit for the semester.
- A part-time student is one who is matriculated and registered

for fewer than six hours of credit for the semester.

- A non-degree student is one who has not matriculated into the graduate program, but who has been given permission by the Director of the program to take specific courses.

### International Student Admission

La Salle is authorized by the Department of Justice, Immigration and Naturalization Service to issue Certificates of Eligibility (Form I-20) for non-immigrant "F-1" student status, to international students who meet admission requirements. Preliminary application materials are available from the Office of the Provost, La Salle University, Philadelphia, PA 19141.

### Student Responsibilities

A student's matriculation at La Salle University is a voluntary decision which involves acceptance of the responsibility to perform academically and to behave socially in ways consistent with the goals and objectives of the University. When registering at La Salle, the student accepts University rules and regulations and the authority of the University to exercise disciplinary powers, including suspension and dismissal. As an individual, the student assumes responsibility for knowing and complying with all existing regulations in the Academic Bulletin and in the Graduate Student Handbook. Copies of the Handbook can be obtained from the Directors of the individual graduate programs.

## Bucks County Graduate Center

Beginning with the fall of 1997, La Salle University is offering complete Master's degree programs in eight academic areas at its new Bucks County Center in Newtown, Pa. The Center is located in the Silver Lake Executive Campus, approximately one mile from the Newtown-Yardley exit of I-95. This full-service educational facility includes traditional classrooms, seminar rooms, a psychological assessment lab, a nursing lab, computer classrooms and labs, executive training and professional development facilities, a student lounge, and a Resource Center that houses library materials and computer workstations.

Courses are offered during the evening and on weekends to accommodate adult learners and working professionals. Students can complete Master's degree programs in a variety of academic areas, including Master of Business Administration (MBA), Bilingual/Bicultural Studies (Caribbean Spanish), Computer Information Science, Education, Clinical-Counseling Psychology, Nursing, Professional Communication, and Theological/Biblical Studies, Pastoral Ministry, and Liturgical Practice. There are plans to introduce an Executive MBA program, a combination Master of Science in Nursing (MSN) and Master of Business Administration (MBA) degree, and a Family Nurse Practitioner track of the MSN program.

For more information on the La Salle University Bucks County Center, call 215/951-1381 or e-mail [diamond@lasalle.edu](mailto:diamond@lasalle.edu).

# Master of Business Administration

## Associate Dean

Joseph Y. Ugras, Ph.D., C.M.A.

## Director, Marketing and Graduate Enrollment

Brian Wm. Niles, M.S.Ed.

## Assistant Director, MBA Program

Diane L. Slifer, M.B.A.

## Faculty

*Professors:* Barenbaum, Joglekar, Kane, McCarty, Miller, Schubert, Seltzer, Smither, Stickel

*Associate Professors:* Borkowski, Buch, Duffy, George, Geruson, Grady, Kelly, Kennedy, Leauby, Meisel, Reardon, Rhoda, Robison, Tavana, Ugras, Van Buskirk, Welsh

*Assistant Professors:* Ambrose, Bean, Brazina, Cairo, Chung, Cogan, Culp, Javie, Jones, Massimini, Mshomba, Paulin, Ratkus, Szabat, Talaga, Walsh, Zook

*Lecturers:* Alexander, Barton, Braschoss, Bruce, Connor, Crossen, D'Orazio, Destephanis, Devine, Diamond, Dutzman, Gembala, Kochanski, Monteleone, Morsell, Newton, Nucera, Simone, Snook, Thorpe, von Allmen, Wentzel, West

## Description of Program

La Salle University provides an innovative Master of Business Administration Program that enables students to develop and strengthen the leadership skills and functional knowledge necessary for the advancement of their current careers and future life goals. It is a program where experienced people from diverse professional backgrounds come together in the traditional classroom setting to integrate their broad range of professional experience with theoretical knowledge.

Traditional MBA programs teach students how to manage “things” more than educating how to lead. The new approach to teaching business professionals is to help students learn how to use the informational tools available to them and develop the kinds of people-oriented skills that prepare them for success as leaders in an expanding global business environment. This new approach makes for a more effective educational experience for part-time working professionals. And the School of Business Administration and the MBA Program are accredited by one of higher education's most prestigious accrediting bodies — AACSB: The International Association of Management Education

La Salle understands the lifestyles of its MBA students and is committed to making sure it is as easy as possible to register for courses, meet with a professor before class, or take a semester off, if necessary. The MBA is offered at four convenient locations: at the Main Campus in northwest Philadelphia; at Delaware Valley College in Doylestown, Bucks County; at the new La Salle Bucks County Center in Newtown; and at Albright College in Reading, Berks County.

It's important that motivation be augmented with real business know-how. La Salle's MBA faculty challenge students to maximize their “natural” resources for success. The faculty in the MBA Program stress the interaction of theoretical knowledge with practical experience and shared ideas. The faculty also invest their time wisely in developing new knowledge in their fields through individual and team research — some of which includes students as assistants. The part-time nature of our program brings students in direct contact with other business professionals,

creating a classroom experience that blends current business theory with practical, hands-on instruction. Our professors are committed to the Lasallian tradition of teaching, which means being accessible, focusing on the individual, and contributing to a sense of community.

## Admission Requirements

The Admission Committee of the MBA Program is concerned with each applicant's interest, aptitude, and potential for achievement in graduate business studies. The structure of the program lends itself to those students with or without an undergraduate degree in business administration.

Before an applicant will be evaluated, applicants must submit the following information:

- Application Form
- Application Fee
- Official Transcripts
- Graduate Management Admission Test
- Professional Resume

Because each applicant's background and profile is unique, the Admission Committee does not establish specific quantitative minimum requirements for admission; however, it does adhere to the accreditation standards established by AACSB: The International Association of Management Education.

La Salle University does not discriminate against any applicant because of race, color, religion, sex, age, national origin, disability, sexual orientation, veteran status, or marital status. Admission is based solely upon an applicant's qualifications.

## APPLICATION DEADLINES

Although there are no formal application deadlines, we recommend that all information necessary be received by the MBA office by August 15th, December 15th, and April 15th for the Fall, Spring, and Summer terms, respectively. Under special circumstances, students may be admitted up to the first day of

class of each term. International student applications should be complete at least two months prior to the dates listed above. Please contact the MBA office if you have any questions.

## NON-DEGREE ADMISSION

Prospective students may apply for non-degree admission without previously taking the GMAT examination. A limited number of students with at least a cumulative undergraduate GPA of greater than 3.0 may be admitted into the program without the GMAT examination test scores. To qualify for non-degree acceptance, a student must have a distinguished undergraduate background and, upon non-degree acceptance, will be required to take the examination in their first term in the MBA program. Upon successful completion of the GMAT, students are eligible for degree status and will be notified by the MBA office at that time.

## TRANSFER CREDIT

An applicant may request the transfer of graduate credit(s) earned at another institution. Each request will be evaluated on its own merits but must be a grade of "B" or better. No more than six hours of graduate credit in the Core, Specialization, and Executive Perspectives areas of the program will be accepted for transfer purposes.

## MSN-MBA DUAL DEGREE PROGRAM

Students interested in obtaining an M.S. degree in Nursing and an MBA degree may do so through this dual-degree option. Students must complete the admission process for each program individually and be admitted to each program. For more information, interested students should contact the School of Nursing at 215/951-1430.

### The Application for Admission may be obtained by contacting:

Brian Wm. Niles  
La Salle University  
Philadelphia, PA 19141  
215/951-1057  
Fax: 215/951-1886  
E-mail: mba@lasalle.edu

## Tuition and Fees 1997-98

Application Fee .....	\$30
Tuition (per credit) .....	\$460
Registration Fee (per semester) .....	\$20
Instructional Technology Fee (per course) ...	\$10

## Tuition Assistance

Full-time students may be appointed as graduate assistants. Such assistants normally work with a professor on a current research project or with one of the graduate business centers on campus for 10 hours per week.

Information about financial aid and application forms may be obtained from the Director of Financial Aid, La Salle University, Philadelphia, PA 19141, 215/951-1070.

## The MBA Curriculum

Students must complete between 33 and 48 credits (plus any or all of the Basic Skills courses) to complete the MBA degree at La Salle University. The total number of credits to fulfill the requirements of the MBA degree depends upon the student's academic and professional background.

### Basic Skills

In order to succeed in business, individuals must first possess three basic skills: communication, computer, and quantitative abilities. Since La Salle's MBA program attracts individuals with a wide variety of academic backgrounds and professional experiences, the following three courses (1 credit each) may be required:

MBA 501	The Executive Communicator: Presentation Module
MBA 502	Computer Literacy for the Contemporary Business Environment
MBA 503	Mathematical Methods Module

### Foundation

The purpose of the Foundation area of this program is to provide students with a functional knowledge of business theory in the context of decision making and leadership skills. The following five courses (three credits each) are required but may be waived based on a student's academic and professional background.

MBA 610	Business Economics
MBA 615	Financial Accounting: A Customer Focus
MBA 620	Statistical Thinking for Managers
MBA 625	Effective and Efficient Management of Operations
MBA 630	Financial Markets

### The Core

The following three courses (three credits each) provide students with practical applications for business leaders in the areas of marketing, accounting, and financial management. Applying our analytical, problem-solving approach to business education, the courses in this area ensure comprehensiveness in the program of studies, expose the student to these areas at a more sophisticated level than most traditional MBA programs, and supply a conceptual framework for the analysis of management decision making.

MBA 690	Creating Customers Through Effective Marketing Management
MBA 691	Managerial Accounting for Decision Making, Planning and Control
MBA 692	Financial Management

### Specialization

Students electing a specialization are required to complete three 700-level courses in one of the following areas plus one three credit elective course in the 700-level. Not all specializations are offered at all locations. Specialization offerings are determined by student interest at each location. Students should contact the MBA office for more information as to what is offered at each location.

Accounting  
 Finance  
 Health Care Administration  
 Human Resource Management  
 Management  
 Management Information Systems  
 Marketing

### Executive Perspectives

The following three courses (three credits each) provide students with a greater understanding of what it means to lead ideas and people in an organization. Topics include assessing and developing one's leadership skills, learning how to use technology for managing the vast array of information sources available, making appropriate decisions, and understanding how the financial outlook of an organization might be effected by such decisions.

MBA 810	Self-Assessment for Leadership
MBA 820	Information Technology for Decision Making
MBA 830	Financial Statement Analysis

### Integrative Capstone

The following two-course sequence (three credits each) is taken in the last two semesters of the student's program. These two courses are completed as a cohort group of students and provide the opportunity to integrate what has been learned in the core, specialization, and executive perspective areas while adding a global perspective and the ethical dimension necessary to succeed in the global business arena.

MBA 901	Competing in a Global Market: Analysis of the Business Environment
MBA 902	Competing in a Global Market: Analysis and Implementation of Strategy

## Course Descriptions

### Basic Skills

#### MBA 501

##### The Executive Communicator: Presentation Module (1 credit)

This course module focuses on the skills needed to link oral communication with the ability to work effectively in the executive environment. This work is based on the understanding that content and effective presentation of material are equally important in developing effective communication. Active participation through oral presentations on current business topics are required. Students will use a variety of presentation technologies.

#### MBA 502

##### Computer Literacy for the Contemporary Business Environment (1 credit)

This course module focuses on the skills needed to use information technology and computing applications in the business environment. There will be special emphasis on the use of a graphical user interface, packaged software and their applications, and the navigation of the world wide web and the Internet.

#### MBA 503

##### Mathematical Methods Module (1 credit)

This course module reviews the basic mathematical concepts and techniques necessary for the business environment, with an emphasis on problem solving and critical analytical thinking. Topics in the module include linear and non-linear equations and systems, elementary concepts of counting and probability, and business applications of differential calculus. Students will use appropriate technology in a multi-modal approach to these topics.

## Foundation

#### MBA 610

##### Business Economics

This course is an introductory study of market-type economies. This subject has two broad areas of development. The first of these, called microeconomics, focuses on how individual decision makers behave and interact in markets, and how their interaction governs the allocation of resources and the distribution of goods in modern market economies. Macroeconomics sees the economy as composed of several broad groups of decision makers, particularly households, firms and governments, and studies how the interaction of these groups affects the aggregate performance of the economy as measured by such variables as total output, the general price level and the rate of economic growth. These two approaches are complementary, illuminating different aspects of economic behavior.

#### MBA 615

##### Financial Accounting: A Customer Focus

This course is an introductory study of financial accounting. This includes the study of basic accounting language and concepts, recording financial transactions, preparation and interpretation of financial statements, accounting methods, business decisions, inventory valuations, and methods of obtaining capital.

#### MBA 620

##### Statistical Thinking for Managers

This course introduces the student to the essential ideas of statistical thinking, which is important for every manager, both in dealing with day-to-day operations and in finding opportunities for improvement. Students will learn: how to gather data usefully, how to summarize data into understandable form, how to use probability ideas in understanding data, how to infer and predict based on the always-limited available data, and how to use modern computers to aid in the process. Case studies and student-designed projects enhance the student's understanding of the practical application of statistical methods.

*Prerequisites: MBA 502, MBA 503*



**MBA 625****Effective and Efficient Management of Operations**

An introduction to concepts, principles, and practices of effective and efficient creation and distribution of goods and services. Focuses on quantitative techniques for problem solving and decision making in a variety of strategic and tactical areas of operations management, including Total Quality Management, Product Mix, Process Design, Materials Requirement Planning, Inventory Control, and Project Management.

*Prerequisite:* MBA 620

**MBA 630****Financial Markets**

This course will serve as an introduction to the financial system and its relationship to the financing of domestic and international business activity. Financial market components and phenomena such as financial instruments, institutions, flow of funds, market efficiency, interest rate determination and term structure, exchange rates and the balance of payments are analyzed. The governmental impact on financial markets, manifested through monetary and fiscal policy and regulation, is also covered. An introduction is given to the concept of financial asset valuation and the time value of money. Throughout, the emphasis is on the significance of these elements for conducting the financial affairs of businesses.

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**The Core**


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**MBA 690****Creating Customers Through Effective Marketing Management**

Shows how the techniques of marketing management can be used to attract and satisfy customers while building long-term business profitability. Course topics include: (1) market, consumer, and competitive analysis; (2) segmentation, targeting, and positioning; (3) product development, pricing, promotion and distribution; (4) marketing strategy and planning.

*Prerequisites:* MBA 501

**MBA 691****Managerial Accounting for Decision Making Planning and Control**

This course focuses on the firm's management accounting system as its primary information system. The course examines the problems of cost measurement, planning, coordination, control, and incentives. The course explores how accounting systems address business problems and evolve in response to the changing economic environment. The course will relate ethical and global issues to managerial accounting topics. During the course the students will be utilizing computer software to solve managerial accounting problems and cases.

*Prerequisite:* MBA 502

**MBA 692****Financial Performance: Control and Measurement**

This is a survey course focusing on how managers can construct a decision making process which maximizes the value of the firm. As the majority of financial decision require an estimate of future events, we will spend considerable time investigating how to achieve the above objectives, subject to the constraints

of an uncertain future. Outside readings, case studies and text material will be used to integrate current financial theory with pragmatic financial decision making. A working knowledge of the basic concepts in finance, accounting, and statistics is assumed. The use of a electronic spreadsheet is needed for homework assignments and case analysis.

*Prerequisites:* MBA 502, MBA 503

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**Executive Perspectives**


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**MBA 810****Self-Assessment for Leadership**

This experiential course emphasizes the importance of feedback and self-assessment for leadership development. It includes extensive assessment of each participant's management style and skills based on self-evaluations (using structured questionnaires) and feedback from coworkers, faculty, and other participants. Leadership development experiences emphasize time and stress management, individual and group problem solving, communication, power and influence, motivation, conflict management, empowerment, and team leadership. Each participant identifies skills he or she needs to develop, and reports on efforts to develop those skills.

*Prerequisite:* Completion of Foundation Courses

**MBA 820****Information Technology for Decision Making**

This course is about the manager's responsibilities for problem solving and decision making, and those areas in which information technology (IT) can be used to gain the insight needed to support selection of decision alternatives. Topics include: IT Concepts and Architecture, Strategic Information Systems and IT for Business Reengineering, Total Quality Management, Computer Hardware and Software, Human Computer Communication, Data and Data Management, Data Communication and Network Architecture, The Corporate Information Architecture, Information Systems Planning, Information Systems Analysis and Design, Supporting Communication and Collaborative Work, Supporting the Managers and Decision Making, Intelligent Support Systems, Innovative Functional Systems, Organizing Information Resources, Control and Security of Information Systems, and Impact of IT on Organizations, Individuals, and Society.

*Prerequisite:* Completion of Foundation Courses

**MBA 830****Financial Statement Analysis**

This course integrates the areas of Finance and Accounting and is designed to provide students with the ability to analyze financial statements, understand the incentives of companies to "manage" earnings through their choices of accounting methods, understand the limitations to the usefulness of financial statements, and understand the value of financial statements in decision making situations such as stock price evaluation and loan approvals. This is accomplished through a body of knowledge developed by research in accounting, finance, and economics. This course may satisfy either one of the accounting or finance specialization requirements.

*Prerequisites:* Completion of Foundation Courses, MBA 692

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## Integrative Capstone

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**MBA 901**

**Competing in a Global Market I:  
Analysis of the Business Environment**

**MBA 902**

**Competing in a Global Market II:  
Analysis and Implementation of Strategy**

These course descriptions are currently under development.  
*Prerequisite: Taken in the last two semesters of the student's program of study.*

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## Accounting

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**ACC 704**

**Problems in Financial Reporting/Intermediate Theory**  
This course emphasizes the perspective of preparers of financial statements covering financial statement preparation with an emphasis on the areas of financial accounting that are problematic including revenue recognition, expense allocation, inventories, post-employment benefits, leases, and stock options. This course complements ACC 637, Financial Statement Analysis, that focuses on the users of these statements.  
*Prerequisite: MBA 615*

**ACC 706**

**Advanced Financial Accounting**  
An examination of special topics in accounting theory, including: acquisitions, mergers; preparation of consolidated financial statements; partnerships; foreign operations; special sales procedures; fiduciaries.  
*Prerequisite: ACC 704*

**ACC 734**

**Accounting for Managerial Decision Making**  
Advanced managerial accounting, focusing, on commonly used accounting methods and techniques used in making business decisions. Among topics covered are measurements of divisional performance, revenue and pricing decisions, production decisions, decisions concerning resource levels, and capital budgeting, decisions. Students, on both an individual and group basis, work with complex problems and cases.  
*Prerequisite: MBA 691*

**ACC 760**

**Advanced Accounting Problems**  
Study of advanced material related to topics with which the student has had previous experience and to areas with which there has been no previous exposure. Independent study and research are expectations of this course.  
*Prerequisite: ACC 704 or equivalent*

**ACC 761**

**Income Taxes**  
Study of basic principles of federal taxation of individuals, partnerships, corporations, estates and trusts; fundamentals of Pennsylvania corporate taxation and personal income taxation, and Philadelphia taxation of business.  
*Prerequisite: ACC 704*

**ACC 772****Auditing**

A conceptual study of the audit process with applied aspects of the discipline. Relates and compares the role and responsibility of management to that of the independent certified public accountant. Presents generally accepted auditing standards, basic audit methodology, and procedures with emphasis on the study and evaluation of internal control. Culminates with an in-depth analysis of the auditor's opinion.

*Prerequisite: ACC 704 or equivalent.*

**ACC 780****Applied Research in Business**

An unusual opportunity to integrate the student's academic work with professional employment. The student prepares a research project involving some aspect of his employer's management activities. The independent study option requires approval of the employer and supervision of the professor.

*Prerequisite: Approval of advisor*

**ACC 782****Accounting Seminar**

Directed research in selected accounting topics of current interest and of nature requiring one or more reports of the results of individual's research and study.

*Prerequisite: ACC 704 or equivalent*

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## Business Administration

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**BUS 776****Law for the Business Manager**

An intensive exploration of the law affecting contracts, sales, and commercial paper within the context of management decision making. Designed to fill the needs of students who have had no previous exposure to law courses by amplifying the students' legal knowledge and legal reasoning.

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## Economics

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**ECN 722****International Economics**

This course covers: models of international trade; instruments of trade policy and their impact on prices, consumption, production, and government revenue; international monetary transactions; and monetary and fiscal policies in an open economy. It also analyzes the nature and scope of economic integration, multinational corporations, international institutions and agreements, and trade in developing countries.

*Prerequisite: MBA 610*

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## Finance

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**FIN 735**

**Short-term Financial Planning and Working  
Capital Management**

An in-depth study of short-term financial planning; accounts receivable management; inventory management; liquidity management; the efficient use of cash and the firm's management of its concentration-banking system. Descriptive



materials and the use of quantitative techniques such as linear programming, goal programming, simulation, and multivariate analysis are examined. Prewritten computer programs aid in preparing solutions to case studies.

*Prerequisite: MBA 692*

#### **FIN 746**

##### **Principles of Risk and Insurance**

An analysis of the underlying theoretical and practical principles of insurance. Capital budgeting techniques and utility analysis will be applied to decisions regarding the various tools available in risk management. Examines legal, regulatory, organizational form and financial management issues in insurance from both a firm and an industry perspective. Business insurance and employee benefits are also covered with detailed discussions of liability, workers compensation, group life and health and pension plans.

*Prerequisite: MBA 692*

#### **FIN 748**

##### **Managing Financial Services Organizations**

An examination of the general nature of the financial system and the role that financial institutions play in it. The flow of funds in financial markets and the dynamics of interest rate level and structure determination are discussed within the context of how financial institutions affect and are affected by them. An overview of the financial management of major financial institutions, especially banks, thrifts, insurance companies, and pension funds, is highlighted with case study analyses and discussions.

*Prerequisite: MBA 692*

#### **FIN 764**

##### **Portfolio Management**

Focuses on current practice and recent theoretical developments. Deals with characteristics of individual securities and portfolios; criteria and models for alternative portfolio composition; criteria for evaluation and measurement of performance; impact of government regulation. Evaluation of current theory, its significance for financial management decision making and consideration of relevant empirical evidence are covered.

*Prerequisite: MBA 692*

#### **FIN 765**

##### **International Finance**

An overview of current financial theory and practice as it applies to the multinational enterprise. Topics include foreign exchange markets and forecasting, foreign exchange risk Management, the international debt crisis, multinational working capital management, and capital budgeting. Eurocurrencies and foreign security markets are also discussed.

*Prerequisite: MBA 692*

#### **FIN 766**

##### **Public Financial Management**

This course focuses on the problems faced in the financial arena by the public sector. Particular emphasis is placed on: the macro-financial issues facing state and local governments, including discussion of their growing importance in the economy, and their fiscal health — the effects of regional population shifts; and hands-on problems faced by the financial manager in the public enterprise, including budgeting, financial accountability, and expenditure analysis.

*Prerequisite: MBA 692*

#### **FIN 767**

##### **Mergers and Acquisitions**

An analysis of the acquisition by one firm of all or some of the assets of another firm and its impact on both the companies involved and on society. Topics include a discussion of the types of combinations, the motivations of the participants, the financial analysis required to carry out merger or acquisition activities, negotiation strategies, and the tax and accounting options that are available to the parties.

*Prerequisite: MBA 692*

#### **FIN 774**

##### **Speculative Markets**

This course introduces the student to the world of speculative markets. Toward this end, students will study the key issues in options and futures pricing and learn how to employ these assets to maximize investor utility. An examination of controversial issues in this area will be conducted. Students will write a research note on an important issue in the speculative markets field.

*Prerequisite: MBA 692*

#### **FIN 776**

##### **Employee Benefit Planning**

An analytical study of the nature and operation of employer-sponsored benefit plans offered in a complex socioeconomic and political environment. Topics include mandated benefits such as Social Security, workers compensation, and unemployment insurance as well as a more in-depth examination of group life, health, disability, and qualified and non-qualified retirement plans. Emphasis is on benefit plan design and administration, cost, funding, and regulation as viewed from a benefits manager's financial perspective.

*Prerequisite: MBA 692*

#### **FIN 780**

##### **Applied Research in Business**

*(See ACC 780 for general description.)*

#### **FIN 784**

##### **Selected Topics in Finance**

Analysis of current issues in financial theory and practice. Topical coverage will vary from term to term.

*Prerequisite: MBA 692*

## Health Care Administration

#### **HCA 731**

##### **Health Care Organization and Management**

Analysis of the health care system in the U.S., with specific emphasis on the impact of financial, regulatory, human resource, and technological variables upon the delivery of health care. The managerial function within health care institutions is examined in relation to organizational and system components.

#### **HCA 770**

##### **Ambulatory Care Management**

This course examines the organizational, legal, and financial management issues which influence ambulatory care management. Issues related to practice management, physician contracting, utilization review and quality assurance are examined in the ambulatory care environment.

*Prerequisites: MBA 630, MBA 691*

**HCA 771****Long Term Care Administration**

Analysis of the various methods of providing long term care services to the aged including community based services, home health, continuing care communities, nursing homes, and mental health services. Operational issues related to financing, marketing, quality assurance, and strategic planning for long term care services are examined in this course.

*Prerequisites: MBA 630, MBA 691*

**HCA 772****Marketing for the Health Care Organization**

Examines health care marketing as a viable mechanism for meeting consumer need and service demand. Design, promotion, and evaluation of various marketing strategies are considered in relation to professional, governmental, and consumer response to marketing strategies.

**HCA 775****Financial Management of Health Care Institutions**

Provides administrators with a thorough understanding of financial management as it pertains to a health care environment. Examines the budgeting and financial planning process as a system for management and control at various administrative levels within health care institutions. Cost finding techniques, reimbursement and rate setting, and financial reporting are explored.

*Prerequisites: MBA 630, MBA 691*

**HCA 776****Managed Care**

Organizational, financial, and management issues which influence the operation of various managed care products are analyzed. Topics related to relationships with regulatory agencies, finance and underwriting, medical group management, and market segmentation are discussed.

*Prerequisites: MBA 630, MBA 691*

**HCA 780****Applied Research in Business**

*(See ACC 780 for general description.)*

**HCA 794****Legal and Regulatory Environment of Health Care**

Introduction to law and legal process as it relates to health institutions. Specific focus on the liability of the administrator in relation to the governing board, medical staff, and patient. Impact of federal and state regulations, risk management, and patient rights legislation are addressed.

*Prerequisite: HCA 731*

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## Management

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**MGT 728****Management in the Public Sector**

Application of management theories to the operation of organizations in the public sector. Stresses the difference in management between private and public sector organizations, while covering such topics as bureaucracy in the political system, accountability and responsibility, public personnel administration, and the budgeting process.

**MGT 730****Management of Nonprofit Organizations**

An examination of management principles and practice for nonprofit organizations. Consideration of leadership in a nonprofit environment, motivation of staff and volunteers, role of the founder and the board, types and structures of nonprofit organizations.

**MGT 734****Total Quality Management: Tools and Methods**

An introduction to the tools and methods of Total Quality Management (TQM) for process control and improvement, key to understanding the theories and principles of TQM. Topics include describing, summarizing, and graphing process control data; constructing control charts; performing process capability studies; and analyzing quality cost data. Students are expected to utilize computer software and analyze case studies in teams.

*Prerequisite: MBA 620*

**MGT 735****Total Quality Management: Concepts and Philosophies**

An introduction to the concepts and philosophies of Total Quality Management (TQM) with emphasis on the three cornerstones of TQM: Teamwork, Customer Feedback, and Fact-Based Decision-Making. Students are introduced to Deming's 14 points as well as the salient points of Crosby, Juran, Taguchi, and Peters. Data from the PIMS database will illustrate the value of quality. Students will learn to work in quality-improvement teams to define, measure, and improve quality. Special emphasis will be given to quality in the service industry. TQM concepts and philosophies are applied to real-life business situations.

*Prerequisite: MBA 810*

**MGT 736****Organizational Analysis**

An examination of the nature and types of large, complex, formal organizations. Focus on the organization as a whole. Exploration of theories of organizational design, environment, climate, and change to aid in the understanding of organizational structures and processes. In-depth analysis of an organization as a term project.

*Prerequisite: MBA 810*

**MGT 739****Managing Cultural Diversity in the Workplace**

This course is designed to teach students how to manage the growing multicultural workforce in the United States. Students will be exposed to the basic concepts and issues of intercultural communication and cross-cultural relations; explore the challenges that managing cultural diversity presents to organizations and individuals associated with them; gain awareness of the issues related to ethnocentrism, racism, sexism, and ageism; develop an understanding and appreciation for people from Hispanic and Asian cultures; discuss current techniques used in cultural analysis, and read and evaluate research in the field of cultural diversity.

*Prerequisite: MBA 810*

**MGT 741****Organizational Development and the Consulting Process**

Provides practicing and potential managers and consultants with an exposure to organizational change programs. It focuses upon the change process by addressing organizational diagnosis, implementation of change, and the evaluation process.

*Prerequisite: MBA 810*

**MGT 742****Organizational Communication**

Study of organizational communication theories and applications, including: issues of organizational climate, the information environment, public communication, and strategies for the development of appropriate communication systems. Class will include student analysis of specific workplace communication networks.

*Prerequisite: MBA 810*

**MGT 743****Entrepreneurship**

Fundamental capitalism studied from its basic unit of new business formation. Special challenges in sensing opportunity, risk evaluation and control, pressure vs. gratification, professional and personal support systems, confidence and judgment, are studied in cases and lectures. Basic capital formation and deployment, growth planning, and self-employed career development are emphasized in a management context.

*Prerequisite: MBA 630*

**MGT 745****International Management**

Considers identification, development, and exploitation of business prospects across frontiers. Importing, exporting, investment, and operations management integrated with issues of sovereignty, culture, treaties, politics, and finance. Heavy case emphasis, lectures, and team projects cover unique methods, opportunities, and challenges in world trade.

*Prerequisite: MBA 630*

**MGT 752****Managerial Skills Laboratory**

Self-assessment and improvement of those skills critical to an effective manager through active participation in classroom activities and interaction of specific techniques that can be learned and practiced in the laboratory setting, then used in the work situation.

*Prerequisite: Permission of the Professor*

**MGT 760****Human Resource Administration**

A survey course designed to acquaint the student, through readings and cases, with the nature of basic human resource functions/activities: equal employment opportunity and affirmative action, human resource planning, staffing, training/development, performance appraisal, compensation/benefits, safety/health, collective bargaining/arbitration, discipline systems, and human resource policies. Focus is on both the line manager's and the human resource professional's role in effectively carrying out daily human resource duties and responsibilities. Special emphasis is given to management decision making concerning complex employee relations problems.

*Prerequisite: MBA 810*

**MGT 761****Employment Legislation**

Federal and state statutes influencing or controlling management's options in handling problems of EEO, employee benefits, and insurance, OSHA and workman's compensation, and wages and hours.

*Prerequisite: MBA 810*

**MGT 762****Collective Bargaining**

A study of the collective bargaining process and the administration of the resulting trade agreement within the statutory constraints established by government in the public and private sectors.

*Prerequisite: MBA 810*

**MGT 763****The Arbitration Process**

The arbitration process from grievance application to arbitral disposition. Special attention to managerial decision making and its effects on the arbitration process; legal constraints affecting this process. Topics include: history and scope, procedures and techniques, and substantive issues such as management rights, seniority, discharge and discipline, employee benefits and remedies. Discussion of actual arbitration cases; filmed hearings. Practical methods of resolving disputes before reaching the arbitration stage.

*Prerequisite: MBA 810*

**MGT 768****Topics in Human Resource Management**

Examines selected advanced areas in human resource management. Specific topics are considered in-depth and vary from term to term.

*Prerequisite: MBA 810*

**MGT 769****Human Resource Development**

Readings, discussion, and case analysis to develop a theoretical base and working tools for developing human resources. Topics include informal and formal performance evaluations, diagnosing performance problems, employee training, management development, career development, and the use of various training and development activities such as coaching and counseling.

*Prerequisite: MBA 810*

**MGT 780****Applied Research in Business**

*(See ACC 780 for general description.)*

**MGT 786****Management Seminar**

Each student conducts an independent study of a selected management problem within the context of the overall seminar topic, such as quality of worklife, organizational decision making, etc. Requires use of management tools and concepts developed in previous management courses. Focus is on providing an integrating experience.

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## Management Information Systems

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**MIS 700****Business Applications Programming**

This course explores a problem solving methodology that employs computer programming. Emphasis is placed on identifying the capabilities and limitations of programming languages in solving typical business problems. Students will learn skills and techniques to solve such structured problems through a series of steps that involve identification of problems,

design of the solution logic, formal representation of program specifications, implementation of it using selected programming languages, and documentation of such a programming project. Two procedural languages, BASIC and COBAL, will be employed in parallel as implementation vehicles. Students will explore the object-oriented programming paradigm and learn to program in Visual Basic for developing applications in the Graphical User Interface (GUI) environment. Finally, principles of Web page design and programming in HTML (HyperText Markup Language) will be studied.

*Prerequisite: MBA 820*

### **MIS 705**

#### **Management of Information Technology**

The purpose of this course is to provide students with an understanding of the critical role that information technology (IT) plays in today's organizations and society, and to help them appreciate the speed and the magnitude of change in information technology. There are two main components of this course: (1) historical perspective on the strategic role of IT; and (2) the structures, issues, and trends in the contemporary IT industry focusing on communication, telecommunication and connectivity, hardware and software trends, electronic commerce, National Information Infrastructure (NII) and information highway, the role of government and other constituencies influencing the future of IT, and the role of Chief Information Officer (CIO).

*Prerequisite: MBA 820*

### **MIS 710**

#### **Information Systems Analysis and Design**

This course is about structured analysis and design methodology for systems development using Computer Aided Software Engineering (CASE). Students become familiar with data and process specification techniques such as Entity Relationship Diagrams, Data Structure Diagrams, Physical and Logical Data Flow Diagrams, and Data Dictionary by working on a systems development project within an interdisciplinary group.

*Prerequisite: MBA 820*

### **MIS 715**

#### **Decision Support and Expert Systems**

This course is about the manager's responsibilities for problem solving and decision making, and about those areas in which computers can be used as tools to gain the insight needed to support selection of decision alternatives. The systems covered in this course go beyond traditional file and information manipulation programs. Interactive Financial Planning Systems (IFPS), EXPERT Choice, and EXSYS are utilized in a hands-on environment to develop "goal-seeking" and "what-if" simulation models to complement analytic decision making frameworks.

*Prerequisite: MBA 820*

### **MIS 725**

#### **Database Management**

This course focuses on data management in organizations, and on the design and development of database applications. Also covered in the course are the database architecture, logical and physical data design, and the integration of databases with programming. Topics include conceptual data modeling, normalization and database design, database system implementation, SQL, distributed data management and client-server systems, and database administration.

*Prerequisite: MIS 710*

### **MIS 780**

#### **Applied Research in Business**

*(see ACC 780 for general description)*

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## Marketing

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### **MKT 730**

#### **Marketing Research**

Research design, measurement and scaling, sampling, data collection, and data analysis from a marketing point of view. Application of research techniques to specific marketing decision areas.

*Prerequisites: MBA 503, MBA 620, MBA 690*

### **MKT 732**

#### **Consumer Behavior**

Examines the social, cultural, psychological, and economic influences on consumer behavior. Applications of behavioral science principles to the development of marketing strategies.

*Prerequisite: MBA 690*

### **MKT 734**

#### **Advertising and Promotion Management**

The study and practical application of the analysis, planning, control, and decision making activities involved in the promotional process. Topics include: objective setting, budgeting, persuasion and attitude change, copy and media decisions, sales promotion programs, and the evaluation of marketing effectiveness.

*Prerequisite: MBA 690*

### **MKT 738**

#### **Selected Topics in Marketing**

Topics covered are considered in depth and vary from term to term. They include sales management, new product development, and sales forecasting.

*Prerequisite: MBA 690*

### **MKT 739**

#### **International Marketing**

A managerial view of the marketing function as it applies to the international field, describing and exploring the complexities, problems, and opportunities of worldwide marketing.

*Prerequisite: MBA 690*

### **MKT 780**

#### **Applied Research in Business**

*(See ACC 780 for general description.)*

### **MKT 788**

#### **Marketing Seminar**

Critical evaluation of recent developments and issues in the marketing field. Preparation of a research paper integrating a variety of previously developed conceptual tools and strategies. Seminar topics vary and are announced each term. Topics include: advertising, decision making, marketing research, and application of management science in marketing.

*Prerequisite: MBA 690*

# Master of Arts in Bilingual/Bicultural Studies (Caribbean Spanish)

## Director

James J. Devine, Ed.D.

## Faculty

*Associate Professors:* Angerosa, Fair, Geruson, Morocco, Ryan

*Assistant Professors:* Allen, Trovato

*Lecturers:* Blanco, Gross-Alvarez, Hazzard, Irizarry, Perez, Rodriguez

## Description of Program

The Master of Arts degree in Bilingual/Bicultural Studies is a part-time degree program (evenings, Saturdays, and late spring) for educators and other urban professionals (e.g., police officers, nurses, hospital employees, social workers, court employees, human resources professionals, etc.). The program is designed to provide extensive bilingual and bicultural instruction for those professionals who directly serve the ever growing Latino population of the Philadelphia area and the nation.

The program has three tracks. Each track is designed to provide intensive language training in Caribbean Spanish and courses in education, sociology, and history, and to deal with Latino problems in adjusting to United States urban life.

Track 1 is intended for teachers of Spanish and teachers of English to speakers of other languages who wish to develop their skills in Caribbean Spanish. It is intended for all other educators who have a need to develop bilingual/bicultural skills. Pennsylvania certification in teaching Spanish, K-12, may be included as part of this program. For teaching certification, students need to consult with Dr. Gary Clabaugh, Director of the Graduate Program in Education, at 215/951-1593.

Track 2 is intended for other professionals who need Caribbean Spanish language training and increased bicultural understanding to function more effectively in the Latino community (social workers, police officers, nurses, and human resources professionals).

Track 3 is a non-degree graduate track for educators and urban professionals to develop proficiencies in Caribbean Spanish and in bicultural understanding.

## Admission Requirements

To be accepted for admission into the program, a student must present:

1. Evidence of successful academic achievement in completion of a baccalaureate degree from an accredited institution of higher education.
2. Acceptable scores in the Miller Analogies Test (MAT). Arrangements to take this examination may be made with the Counseling Center at La Salle University.
3. Two letters of recommendation from professors or supervisors who can address the candidate's ability and motivation for enrolling in this program.

4. The Application for Admission, accompanied by the stipulated application fee payable to La Salle University.

## The Application for Admission may be obtained by contacting:

Dr. James J. Devine, Director  
Bilingual/Bicultural Studies  
La Salle University  
Philadelphia, PA 19141  
Phone: 215/951-1561  
Fax: 215/951-1855  
E-mail: devine@lasalle.edu

## Tuition and Fees 1997-98

Application Fee .....	\$30
Tuition (per credit) .....	\$365
Registration Fee (per semester) .....	\$20
Instructional Technology Fee (per course) ...	\$10

## Tuition Assistance

A modest amount of need-based, tuition-reduction funding is available. Consult the Director of Bilingual/Bicultural Studies for more details.

Information about financial aid and application forms may be obtained from the Director of Financial Aid, La Salle University, Philadelphia, PA 19141, 215/951-1070

## Core Course Requirements

All degree candidates are required to complete certain courses in Spanish language.

Advanced language students are required to complete:

BLS 505 Language and Culture of Puerto Rico I  
BLS 506 Language and Culture of Puerto Rico II  
One other course in Caribbean Literature

Students who are not advanced Spanish language must complete the series of five Urban Spanish Courses:

BLS 500, 501, 502, 503, and 504

All students must matriculate in BLS 600 Dynamics of Cross-Cultural Communication.

All degree candidates must complete BLS 651 Master's Project. Degree candidates may begin the program with BLS 500 Urban

Spanish I or BLS 501 Urban Spanish II. These courses are prerequisites and are not counted toward the degree.

## Progression Through the Program

The following is presented as a model for progression through the Bilingual/Bicultural program. Individual plans for progression will be determined for each student in consultation with the program Director.

**Required for Degree: Minimum of 30 credits**

### FIRST SEMESTER

#### Track 1

BLS 505 Language and Culture of Puerto Rico I  
BLS 600 Cross-Cultural Communication

#### Track 2

BLS 500 Urban Spanish I  
BLS 600 Cross-Cultural Communication

### SECOND SEMESTER

#### Track 1

BLS 601 Techniques of Teaching English to Speakers of Other Languages  
BLS 604 History of the Americas

#### Track 2

BLS 501 Urban Spanish 2  
BLS 604 Cultural Pluralism and Problems of Minority Groups

### SPRING IMMERSION PROGRAM (5 WEEKS IN MAY AND JUNE—9 CREDITS)

During the Spring Immersion, students will be given an intensive language training program. In addition, there will be a series of practical workshops taught by specialists chosen from bilingual schools, medical agencies, law enforcement facilities, and social agencies. Finally, each student will be placed in a field experience directly related to his or her profession. These field experiences may form the basis for the Master's Project, which will be the capstone experience for all students. Students may not graduate from the program without completing the three components of the Immersion Program.

#### Track 1

BLS 506 Language and Culture of Puerto Rico II  
BLS 508 Symposia and Workshops  
BLS 520 Field Experience

#### Track 2

BLS 502 Urban Spanish 3  
BLS 508 Symposia and Workshops  
BLS 520 Field Experience

### THIRD SEMESTER

#### Track 1

BLS 605 Curriculum and Development of Bilingual Programs  
BLS 630 Economics and the Latino Community

#### Track 2

BLS 503 Urban Spanish 4  
BLS 607 Puerto Rican Art

### FOURTH SEMESTER

#### Track 1

BLS 651 Master's Project

#### Track 2

BLS 651 Master's Project

## Course Descriptions

BLS 500 Urban Spanish 1  
BLS 501 Urban Spanish 2  
BLS 502 Urban Spanish 3

(Spring Immersion Program)

BLS 503 Urban Spanish 4  
BLS 504 Urban Spanish 5

These courses, required for all candidates in Track II and those candidates in Track I who qualify, are intensive language courses taught by instructors familiar with the pronunciation, intonation, and idiomatic characteristics of Caribbean Spanish, especially that of Puerto Rico. The courses use current language methodologies and are extensively individualized. Police, social workers, and nurses, for example, develop special vocabularies that increase their effectiveness in communicating with Spanish-speakers. Instructors and others from the Latino community will develop new materials for the teaching of these courses. Tests evaluate oral and written competency of the candidate at each level.

#### BLS 505

##### Language and Culture of Puerto Rico I

This course is for advanced students of Spanish who need development in understanding the spoken and written language of Puerto Rico. Special attention is given to colloquial expressions of the Caribbean. Reading materials in this course not only represent special linguistic characteristics of Puerto Rico, but also reflect the cultural roots and values of the Puerto Rican community in urban mainland settings.

#### BLS 506

##### Language and Culture of Puerto Rico II

This is an intensive language course for advanced Spanish students. Emphasis is placed upon group work in which students gain practice in listening and speaking in Caribbean Spanish. Students discuss contemporary themes and cultural characteristics of Puerto Rican society. Readings are from Puerto Rican short stories, essays, poems, and periodicals. This course forms part of the Immersion Program and meets four times a week for five weeks in May-June period.

**BLS 508****Workshops and Symposia  
(Spring Immersion Program)**

Offered during the five-week Immersion Program (May-June), this course of study consists of a series of symposia and practical workshops taught by specialists chosen from bilingual schools, medical agencies, law enforcement facilities, and social agencies.

**BLS 520****Field Experience in the Latino Community  
(Spring Immersion Program)**

During the Spring Immersion Program, each student will be placed in a field experience in the Latino Community directly related to his or her profession; that is, teachers will assist in bilingual schools, police in districts in bilingual neighborhoods, and social workers in social agencies dealing with Latinos.

**BLS 600****Dynamics of Cross-Cultural Communication**

The major objectives of this course are to develop an appreciation of diverse cultural backgrounds, especially among Latinos and Anglos, and to develop awareness of the complexity of cross-cultural communication. The following areas are considered as they relate to the dynamics of cross-cultural communication: the communication process; group properties and communication; linguistic approaches; the nonverbal element of communication systems, especially related to Anglos and Latinos; language and culture; language as social behavior; and channels of communication.

**BLS 601****Techniques of Teaching English to Speakers of Other Languages**

Analysis of various methodologies used in teaching English as a second language. Emphasis upon methods in teaching, listening, and speaking. Microteaching of difficult points of pronunciation and grammar. Attention given to affective techniques in second language learning.

**BLS 602****History of the Americas**

This course treats the history and culture of the major Latino groups in the United States, especially those from the Caribbean. Emphasis on such topics as Puerto Rico's special relationship with the United States, Latino immigrants in the United States and their special problems, Cuban exiles, and the historical relationship between Latino and Anglo communities.

**BLS 603****Caribbean Literature**

This course is designed to familiarize the student with the problems of the Caribbean individual as seen through major literary works. Students read novels, short stories, essays, and poetry of such writers as Julia de Burgos, Gonzalez, Soto, Figueroa, Diaz Varcasel, Marques, and Luis Rafael Sanchez. Emphasis is given to a cultural, sociological approach as well as a literary one in order to understand better the problems of the Caribbean individual and his or her perception of society.

**BLS 604****Cultural Pluralism and Problems of Minority Groups in the U.S.A.**

Emphasizing Latinos but also focusing in general on race, ethnicity, language, cultural and social stratification, this course analyzes contemporary American opportunity, family and class structures, social mobility, migration, the culture of poverty, urbanism, and related concepts and issues. Certain psychological dimensions, such as self-concept and the self-fulfilling prophecy, are also examined.

**BLS 605****Curriculum and Development of Bilingual Programs**

This course discusses the historical background of the bilingual movement, especially pertinent legislation, as well as the organization of a bilingual program. Topics of lecture and discussion include needs assessment of pupils, staff and community; various types of curriculum models of bilingual and school organizations; selection of instructional materials for training bilingual students; and proper evaluative procedures.

**BLS 607****Art of Puerto Rico**

This course traces the history of art in Puerto Rico, emphasizing the major influences on its evolution. Taino, Spanish, and African contributions to art in Puerto Rico will be explored in detail.

**BLS 620****Independent Study**

Independent study in Caribbean history, language, or literature must be approved by the Director of the program.

**BLS 651****Master's Project**

A supervised, individual project related to the student's field work in the Latino community. The project is the capstone experience of all members of the M.A. program.

**Special Topics**

As interest dictates, special courses may be introduced into the curriculum, treating specialized areas of study in bilingual/bicultural issues. In the past, these courses have included such topics as Techniques of Teaching English to Speakers of Other Languages (Reading and Writing Skills), Latinos and Mental Health, Latinos and Urban Economics, Special Programs in Teaching English to Speakers of Other Languages, Special Topics in Caribbean Literature, an advanced course in Spanish Grammar and Syntax, and Language and Prejudice.

# Master of Arts in Central and Eastern European Studies

## Director

L. D. Rudnytzky, Ph.D.

*Assistant Professor:* Mshomba

*Lecturers:* Rayca, Turzanski

## Faculty

*Professors:* Blumenthal, Clabaugh, Perfecky, Rudnytzky

*Associate Professor:* Geruson

## Description of Program

The graduate program in Central and Eastern European Studies provides students with a forum to explore emerging trends, events, and international relationships in Central and Eastern European nations based on those nations' roots in language and culture, with specific emphasis on the impact of a reunited Germany on former Soviet block nations. The program is designed for students who wish to pursue careers in international trade and commerce, geopolitics, teaching, journalism and other related fields, or to prepare themselves for doctoral studies.

## Admission Requirements

To be accepted for admission into the program, a student must present:

1. Evidence of successful academic achievement in completion of a baccalaureate degree from an accredited institution of higher education, or the completion of four semesters at a foreign university.
2. Two letters of recommendation from professors or supervisors who can address the candidate's ability and qualifications for enrolling in this program.
3. Acceptable scores in the Graduate Record Examination (GRE) or the Miller Analogies Test (MAT). Arrangements to take the MAT may be made with the Counseling Center of La Salle University. Information on GRE scheduling is also available from the Counseling Center. In lieu of the above, foreign students must present an acceptable TOEFL score.
4. The Application for Admission, accompanied by the stipulated application fee payable to La Salle University.

The Application for Admission may be obtained by contacting:

Dr. L. D. Rudnytzky, Director  
Central and Eastern European Studies  
La Salle University  
Philadelphia, PA 19141  
215/951-1200  
Fax: 215/951-1488

## Tuition and Fees 1997-98

Application Fee .....	\$30
Tuition (per credit) .....	\$435
Registration Fee (per semester) .....	\$20
Instructional Technology Fee (per course) ...	\$10

## Tuition Assistance

A modest amount of need-based, tuition-reduction funding is available. Consult the Director of the program for more details.

Information about financial aid and application forms may be obtained from the Director of Financial Aid, La Salle University, Philadelphia, PA 19141, 215/951-1070

## Required for Degree

1. Proficiency in one Central or Eastern European language
2. Central and Eastern European Cultures course
3. Introduction to Economics course (Note: The Advanced Economics course has the introductory course as a prerequisite)
4. Capstone Seminar
5. Completion of 30 credit hours (up to 6 semester credit hours may be transferred from another institution)



## Course Descriptions

(All courses listed are 3 credits each, except CES 701 which is 6 credits)

### CES 610

#### Introduction to Economics: Central and Eastern Europe

The course will offer an overview of diverse economic systems, compare and contrast the economy of Germany and the Eastern European countries, and the demand supply market vs. planned economies. It will focus on the macroeconomics of tomorrow, analyzing emerging issues, formation of new trading blocks and variations in growth and development. It will also offer a survey of new markets and new challenges and a summary of economic transition in Eastern Europe.

### CES 620

#### Cultures of Central and Eastern Europe

This course is a survey of national cultures of peoples of Central and Eastern Europe and an examination of cultural influences and convergencies between East and West with emphasis on the 19th and 20th centuries. The introduction will include an attempt to develop a working definition of the term culture, a theoretical discussion of the various uses of the word, and the drawing of a distinction between German and Austrian cultures. The course also contains an examination of national cultures within empires, the cultures of Central and Eastern Europe under Marxism, and the age of political and cultural freedom in Central and Eastern Europe.

### CES 630/631

#### Masterpieces of Slavic Literatures I/II

A survey of great literary works of the Slavic peoples with emphasis on the 19th and 20th centuries, featuring an examination of spiritual values and an ideological conflict in literature within the context of diverse social and political systems. Among the problems to be examined are: literature under Communism; the hegemony of Socialist Realism in the Central and East European realm; religious literature in the Soviet Union, and the phenomenon of "dissidentism." Readings from the works of: Pushkin, Shevchenko, Mickiewicz, Solzhenitsyn, Honchar, Mrozek, Havel, et al.

### CES 640/641

#### Great German Thinkers I/II

The courses will focus the study of the major works of great German poets and philosophers of the 18th, 19th, and 20th centuries. Emphasis of the writers' attempts to define ultimate reality, the search for *das Ding-an-sich* (the thing-in-itself), and their conceptions of paradise. Readings and analysis of the works of: Goethe, Schiller, Kant, Hegel, Rilke, Spengler, et al. will form the substance of the courses.

### CES 650

#### Modern History of Eastern Europe

This course is a survey of major historical developments in the countries of Eastern Europe from Napoleon to the present. It begins with an analysis of the French Revolution and the birth of modern European Nationalism and ends with an examination

of the present state of Eastern Europe and the internal and external problems of the successor states to the Soviet Empire. It includes a study of the Russian, Austrian, and Ottoman Empires, the national liberation movements within each of them, and the unabating struggle of oppressed people for nationhood.

### CES 660

#### Democratic Development of Eastern Europe

This course will analyze the issues surrounding the formation and dismantlement of what was known as the Eastern Bloc, and its transformation into a region of developing democratic states. It will include an analysis of the ideological and historical underpinnings of Communism and the formation of the Eastern Bloc, Stalin's legacy, and Soviet Policy from Lenin to Brezhnev, the evolution of Gorbachev's reforms (Perestroika and Glasnost), and a survey of the dissent and democratic movements in Central and Eastern European countries.

### CES 670

#### Church and Religion in Central and Eastern Europe

A critical survey of the religious and church life under atheism, featuring an examination of the ideological basis of the church policy of the Soviet Union and the variations in the application of this policy in regard to various communities and nationalities. The focus of the course is on the militant atheism and the persecution of the Church in the Soviet Union and the satellite countries. Included are the following topics: I. Political and religious dissidentism in the Soviet Union; II. The spiritual revival of the 1980's and the triumph of religion during the waning days of the Soviet Empire; III. Religious conflicts in the former Soviet Republics; IV. Future prospects for religious life in Eastern Europe.

### CES 680

#### Opportunities in Central and Eastern European Markets

The purpose of this course is to provide the students with a greater understanding of current business opportunities in selected markets of the region; to make aware the difficulties likely to be faced by the businessman attempting to take advantage of those opportunities, and to enable him, through acquisition of skills and increase of awareness, to explore these opportunities, independently and in considerable depth. Readings of original materials and discussion of the business opportunities offered will be the principal substance of the course. The students final requirement will be to choose one of the opportunities and prepare a finished analysis of it, including a plan for proceeding.

### CES 690

#### Advanced Economics: Central and Eastern Europe

*Prerequisite: CES 610*

The course focuses on issues and theories of international economics. It explores the changing institution, organization, product, destination, and general structure of trade, and analyzes the impact of current economic changes in Central and Eastern Europe on prices, employment, exchange rate, trade and capital flow. It also examines the increasing economic interdependence of countries, which makes the whole world a single market for many commodities, while placing constraints on the extent to which prices can diverge across borders.

**CES 611****Geography of Central and Eastern Europe**

This course is an introduction to the Geography of the Central and Eastern European region. It examines the region in terms of; place name geography, weather and climate; biota and soils; topography; cultures; population; population increase and migration; food and mineral resources; geography of languages and religions; cities and urbanization; national economies; regional international organizations and the globalization of economies and politics. The major objectives of the course are: I. To familiarize the student with geographic place names of the Central and Eastern European region. II. To help the student develop an understanding of where people and activities are located in Central and Eastern Europe and why they are located where they are. III. To emphasize communication and transportation ties so that students better appreciate the fact that what happens at places depends more and more on what happens among places. IV. To familiarize the student with how geographers exercise the scientific method of gathering and analyzing information in order to seek explanations for distributions, seek and compare patterns and investigate cause-and-effect relationships by having them participate in this process. V. To develop an appreciation of how people in many different professions can use geography to understand better their employment and their world.

**CES 510-515****Summer Immersion Program in German/Russian Language Studies**

This course will provide students with intensive foreign language training. Two languages will be offered: German and Russian. The student will be required to master only one of these languages during a given summer. Other Slavic languages (Polish, Ukrainian, et al.) will be offered on a need/demand basis. The course will include a cultural component, so that the students will not only develop skills in comprehending, speaking, reading, and writing the given language but also acquire information on the contemporary cultural situation of Central and Eastern Europe. There will be use of audio-visual material, including satellite reception and opportunities to converse with native speakers.

**CES 700/701****Capstone Seminar**

The course will consist of regular meetings with students and feature discussion and analysis of their individual M.A. theses, projects, or seminar papers. Initial meetings will be devoted to bibliographical searches, reading and comprehension of primary sources, and methodology. The final meeting will be comprised of: discussions of individual seminar papers, M.A. projects, and M.A. theses. Students who write an M.A. thesis will earn 6 credits. Three credits are awarded for M.A. projects. See Director for details.

# Master of Arts in Clinical-Counseling Psychology

## Director

John J. Rooney, Ph.D.

## Clinical Director

John A. Smith, Ed.D.

## Faculty

*Professors:* Burke, McCarthy (Emeritus), Rooney

*Associate Professors:* Falcone, Filicetti, Smith

*Assistant Professors:* Hall, Watson

*Lecturers:* Aserinsky, Berchick, Boyll, Buchanan, Chapman, Clarke, Cole, Conway, Dematatis, Devlin, DiTomasso, Donohue, Dwyer, Fina, Joyce, Katz, Keiser, Krasner, Lambert, Lomauro, Lucas, Marks, Santone, Stayton, Turner, Winn

## Description of Program

The graduate program in Clinical-Counseling Psychology offers an intensive program of studies with concentrations in the following areas:

- Psychological Counseling
- Marriage and Family Therapy
- Addictions Counseling
- Pastoral Counseling
- Industrial/Organizational Psychology

While the program stresses skill training and clinical preparation for the above concentrations, it also requires a common core of psychological studies as a basis for disciplined practice in the respective areas.

## Admission Requirements

To be considered for admission into the program, a student must present:

1. Evidence of successful academic achievement in completion of a baccalaureate degree from an accredited institution of higher education. The record must show completion of 15 hours in psychology.
2. Two letters of recommendation from professors or supervisors who can address the candidate's ability and motivation for enrolling in this program.
3. Acceptable scores in the Graduate Record Examination (GRE) or the Miller Analogies Test (MAT). Arrangements to take the MAT may be made with the Counseling Center of La Salle University. Information on GRE scheduling is also available from the Counseling Center.
4. The Application for Admission, accompanied by the stipulated application fee payable to La Salle University.
5. Work experience (paid or volunteer) in an area related to Clinical-Counseling Psychology.
6. Evidence of the ability to meet the qualifications, both academic and professional, required for field placement in the profession. These are described in the Field Placement Manual.

The Application for Admission may be obtained by contacting:

Dr. John J. Rooney, Director  
Graduate Psychology Program, Box 268  
La Salle University  
Philadelphia, PA 19141  
215/951-1767  
Fax: 215/951-1843  
E-mail: [rooney@lasalle.edu](mailto:rooney@lasalle.edu)  
Web site: [www.lasalle.edu/academ/grad/psych/psych.htm](http://www.lasalle.edu/academ/grad/psych/psych.htm)

## Tuition and Fees 1997-98

Application Fee .....	\$30
Tuition (per credit) .....	\$365
Registration Fee (per semester) .....	\$20
Instructional Technology Fee (per course) ...	\$10

## Tuition Assistance

A modest amount of need-based, tuition-reduction funding is available. Consult the Director of the Graduate Psychology Program for details.

Information about financial aid and application forms may be obtained from the Director of Financial Aid, La Salle University, Philadelphia, PA 19141, 215/951-1070.

## Progression Through the Program

Students take a total of 51 credits, divided as follows:

- 24 credits – Theories and Processes in Clinical-Counseling Psychology
- 18-21 credits – Advanced Training in Specific Approaches in each Concentration
- 6-9 credits – Supervised Practical Training through Field Placement, Case Seminar, and Professional Seminar

## THEORIES AND PROCESSES IN CLINICAL-COUNSELING PSYCHOLOGY

From its inception, the program has emphasized the necessary reciprocal and interdependent nature of the knowledge base essential for informed practice. The foundation courses stress the integration of the psychological, systemic, and faith/cultural dimensions of experience.

PSY 500 Counseling Principles and Practices  
 PSY 502 Counseling Laboratory  
 PSY 503 Psychopathology  
 PSY 506 Basic Principles of Research Design, Statistics,  
 Program Development and Evaluation  
 PSY 512 Introduction to Addictions Counseling

Behavioral Science Option: PSY 504, PSY 508, PSY 608 (any two except in Marriage and Family Therapy Concentration which requires PSY 504 only)

## ADVANCED TRAINING IN SPECIFIC APPROACHES

Having completed their foundational training, students may then concentrate their studies on one of the five specialized approaches offered by the program: Psychological Counseling, Marriage and Family Therapy, Addictions Counseling, Pastoral Counseling, and Industrial/Organizational Psychology.

### Psychological Counseling

This Concentration is designed to train those interested in counseling individuals and groups in a variety of settings. The program prepares students for certification by the National Board for Certified Counselors.

PSY 609 Psychological Assessment I: Assessment in Clinical  
 and Career Counseling  
 PSY 709 Assessment in Psychological Services II:  
 Individual Measures of Cognition and Personality

(any three of the following):

PSY 600 Process of Change: The Therapeutic Intervention  
 PSY 602 Advanced Counseling Laboratory  
 PSY 610 Cognitive-Behavioral Approaches in Counseling and  
 Psychotherapy  
 PSY 611 Insight-Oriented Approaches in Counseling and  
 Psychotherapy  
 PSY 612 Group Processes in Counseling and Psychotherapy  
 PSY 619 Gender, Ethnic, and Class Issues in Psychotherapy

Two Electives

### Marriage and Family Therapy

This Concentration is designed to train those interested in specializing in the field of marriage and family therapy. The curriculum is designed to be consistent with recommendations of the American Association for Marriage and Family Therapy.

PSY 505 Introduction to Systems and Systems Thinking  
 PSY 603 Human Sexuality  
 PSY 609 Psychological Assessment I: Assessment in Clinical  
 and Career Counseling  
 PSY 614 Working with Families  
 PSY 616 Contextual Family Therapy  
 PSY 619 Gender, Ethnic, and Class Issues in Psychotherapy  
 PSY 624 Marital Therapy

PSY 600 Process of Change: The Therapeutic Intervention  
 or  
 PSY 611 Insight Oriented Approaches in Counseling and  
 Psychotherapy

### Addictions Counseling

This Concentration is designed to train professionals who would specialize in counseling individuals and families with addictive behavior. The program prepares students for certification in addictions counseling.

PSY 505 Introduction to Systems and Systems Thinking  
 PSY 513 Professional Issues in Addictions Counseling  
 PSY 514 Interpersonal Dynamics of Addictions  
 PSY 609 Psychological Assessment I: Assessment in Clinical  
 and Career Counseling

(any three of the following courses)

PSY 600 Process of Change: The Therapeutic Intervention  
 PSY 602 Advanced Counseling Laboratory  
 PSY 610 Cognitive-Behavioral Approaches in Counseling and  
 Psychotherapy  
 PSY 611 Insight-Oriented Approaches in Counseling and  
 Psychotherapy  
 PSY 612 Group Processes in Counseling and Psychotherapy  
 PSY 616 Contextual Family Therapy  
 PSY 619 Gender, Ethnic, and Class Issues in Psychotherapy  
 PSY 624 Marital Therapy

### Industrial/Organizational Psychology

PSY 609 Psychological Assessment I: Assessment in Clinical and  
 Career Counseling  
 PSY 612 Group Processes in Counseling and Psychotherapy  
 PSY 653 Organizational Consulting  
 PSY 654 Issues in Organizational Training  
 PSY 659 Assessment in Organizational Settings

MGT 760 Human Resource Administration

MBA 810 Self-Assessment for Leadership

MGT 736 Organizational Analysis  
 or  
 MGT 739 Managing Cultural Diversity in the Workplace

Two Electives\*

\*The Employee Assistance Program (EAP) sub-specialty requires PSY 503 and PSY 512 in place of two electives.

**Pastoral Counseling**

PSY 505 Introduction to Systems and Systems Thinking  
 PSY 507 The Challenge of Pastoral Counseling  
 PSY 511 Religion, Psychology, and Culture  
 PSY 619 Gender, Ethnic, and Class Issues in Psychotherapy  
 PSY 641 Counseling Families in the Face of Loss  
 PSY 642 Pastoral Counseling III

(any one of the following courses):

PSY 610 Cognitive-Behavioral Approaches in Counseling and Psychotherapy  
 PSY 611 Insight-Oriented Approaches in Counseling and Psychotherapy  
 PSY 612 Group Processes in Counseling and Psychotherapy  
 PSY 614 Working with Families  
 PSY 616 Contextual Family Therapy  
 PSY 624 Marital Therapy

One Elective

### **SUPERVISED PRACTICAL TRAINING: FIELD PLACEMENT, CASE SEMINAR, AND PROFESSIONAL SEMINAR**

All students are required to engage in supervised clinical training. The usual placement involves 12 to 15 hours per week of on-site service with a working case load of six to ten clients and generous exposure to a range of support activities. The students may choose to serve the internship either in an approved community center or in the on-campus clinic operated by the Clinical-Counseling Psychology Program. While engaged in this training, students will also attend a Case Seminar and a Professional Seminar.

**Electives**

Electives are offered to help prepare students for the specific settings in which they intend to work. Students may elect courses from among graduate offerings in business, bilingual/bicultural studies, education, Central and Eastern European studies, computer information science, communication, religion, nursing, and psychology. Additional electives in psychology will be offered as student interest and subscriptions warrant.

Examples of graduate courses available as electives:

- Cognitive Development of the Child in the Educational Context
- Social-Emotional, Moral and Sexual Development of the Child in the Educational Context
- Biopsychosocial Processes
- Psychosocial Correlates of Immunocompetence
- Stress Management and Crisis Intervention
- Human Resource Development
- Organizational Communication

- Personnel Management/Labor Relations
- Managerial Skills Laboratory
- Behavioral Science Workshop
- Psychology and Health

**Accelerated Program**

The accelerated program enables students to complete the 51 credit hours and obtain the M.A. degree in two years.

The sequence is designed for students who are not working or who hold a part-time job that would permit them to devote most of their time to the academic and professional work of the graduate program.

Approval of the Director of the Clinical-Counseling Psychology program is necessary in order to follow the accelerated schedule.

**Graduate Psychology in Bucks County**

Students are able to complete the full M.A. program at the La Salle University Bucks County Center in Newtown, Pennsylvania.

**Course Descriptions****PSY 500**

#### **Introduction to Counseling and Psychotherapy: Theories and Interventions.**

3 credits

Major theories of counseling and psychotherapy and the interventions based on those theories. Emphasis on knowledge and skills needed to provide direct counseling and psychotherapeutic interventions for individuals, families, and groups.

**PSY 502**

#### **Counseling Laboratory I**

3 credits

A laboratory course designed to develop the basic counseling skills which will enable students to understand the client, to develop a trusting relationship with the client, and to facilitate the client's self-exploration.

**PSY 503**

#### **Psychopathology**

3 credits

Major categories of psychological disorders. Theory and research regarding etiology, diagnosis, prevention, and treatment. Introduction to the use of the DSM.

**PSY 504**

#### **Human Behavior: A Development Perspective**

3 credits

The process and stages of human development form the context for the study of human behavior. Issues of separation, individuation, and integration in the life patterns of individuals, couples, and families will be studied within the context of major psychological theories of personality and learning.

**PSY 505****Introduction to Systems and Systems Thinking.**

3 credits

In this course the student will be given an overview of family functioning. Family structure, family development, family health, family dysfunction, and family treatment will be considered. Particular emphasis will be placed on acquiring a systems perspective and applying that perspective to an understanding of family functioning.

**PSY 506****Basic Principles of Research Design, Statistics, Program Development and Evaluation**

3 credits

A consumer-oriented course focusing on broad concerns common to all forms of social research. Criteria for evaluation and interpretation of various statistical techniques and research designs will be covered.

**PSY 507****The Challenge of Pastoral Counseling.**

3 credits

The course will address the issues that make Pastoral Counseling a unique orientation to psychotherapy. The totality of human experience is addressed, the spiritual as well as the psychological, as the basis for therapeutic intervention. It challenges students to identify their resources of faith, meaning and value.

**PSY 508****Cognition and Learning.**

3 credits

The empirical and theoretical foundations of present understanding of cognitive psychology and learning psychology and their integration in contemporary social learning theory. Attention to the application of the theories and research in counseling and psychotherapy.

**PSY 510****Inferential Statistics and Research Design.**

3 credits

Analysis of research designs and the inferential statistics appropriate to reaching conclusions when using ordinal or interval data within these designs. Problems set in non-experimental research and the newer statistical procedures developed in reporting such findings. A brief treatment of program evaluation procedures. Training in accessing programs on computers

*Prerequisite: PSY 506.*

**PSY 511****Religion, Psychology, and Culture**

3 credits

This course examines the historical rootage of western psychology theory in the rise of liberalism and capitalism, the myth of progress, and the individualism of John Locke. The struggle to secure a place for psychology as a science is explored with a study of the biographies of the founders of schools of psychology, European and American. The reasons for animosity to religion, or for its radical reinterpretation are studied. The impact upon psychology, often not acknowledged, of Jewish and Christian mysticism, is a point of departure for a post modern critique of a discipline which was and is an offspring

of modernity. Oriental as well as Semitic religious experience is surveyed in the human quest for the therapeutic.

**PSY 512****Introduction to Addictions Counseling**

3 credits

Focuses mainly on chemical substance abuse but considers the etiology and manifestations of other addictions as well. Attention is given to the occurrence of addiction in the family with particular reference to the physical, behavioral, and attitudinal manifestations of addictive behavior, identification and diagnosis of addiction, as well as to the selection of appropriate processes of intervention.

**PSY 513****Professional Issues in Addictions Counseling**

3 credits

Provides an in-depth review of the critical issues, pertinent information, and current trends related to addictions counseling. Examples of these issues include: 1) ethics, e.g. confidentiality and code of ethical conduct; 2) dual diagnosis; 3) controversial issues regarding the nature of addictions, 4) professional identity; 5) DSM IV/ICD 10 diagnostic criteria; 6) drug testing, 7) referral strategies and responsibilities; 8) abstinence model of treatment; 9) "wellness" and "professional burnout"; 10) current trends in addictions research, 11) certification, credentials and licensing.

*Prerequisite: PSY 512*

**PSY 514****Interpersonal Dynamics of Addiction.**

3 credits

This course focuses on the interpersonal dynamics and treatment of addictive disorders. Understanding how addictive processes interact with social and family contexts often allow more effective treatment interventions to be designed. The current research on the dynamics and treatment of codependence, adolescent substance abuse, and children of addicts will also be reviewed

*Prerequisite: PSY 512*

**PSY 574****Introduction to Graduate Research and Writing**

3 credits

A cross-disciplinary seminar which introduces students to the latest research technology and databases for advanced work in their major. Emphasis on research and communication skills, including oral presentations and written reports. (Credits in this course do not count toward the 51 hour program requirement.)

**PSY 600****Process of Change: The Therapeutic Intervention**

3 credits

A clinical skills course which introduces the student to the nature and impact of psychotherapy as a change agent. It will incorporate consideration of the process of spiritual change as an element of therapeutic change. The focus will be on client-therapist interaction and how change is experienced and promoted in that context.

*Prerequisite: PSY 500*

**PSY 602****Advanced Counseling Laboratory**

3 credits

This course will build on the basic skills practiced and developed in the first counseling laboratory - PSY 502. It will provide the student with an intermediate experience and opportunity (prior to field placement) to develop a range of additional counseling skills and strategies. While it will emphasize those skills and techniques common to many, if not most, approaches, it will also highlight those emphasized and represented in the respective concentrations of the program. Students will be assigned to sections of this course according to their concentration.

*Prerequisite:* PSY 502

**PSY 603****Human Sexuality.**

3 credits

The variety of ways that human sexuality is expressed in attitudes, beliefs, and behaviors in the context of the interplay between social, physiological, and psychological factors. Methods of studying sexual behavior, concepts of variation and difference, psychosexual development in life stages, sexual dysfunctions and treatment.

**PSY 608****Personality and Social Psychology.**

Present understanding of the development of human personality and social behavior from the perspective of contemporary social psychology. Attention to application of theories and research in counseling and psychotherapy.

**PSY 609****Psychological Assessment I: Assessment in Clinical and Career Counseling**

3 credits

Basic concepts in the construction, selection, administration, scoring, and interpretation of assessment procedures commonly used in psychology. Use of major reference works for selecting and evaluating assessment procedures. Supervised experience in selecting, administering, scoring and interpreting assessment procedures and experience in use of computer-assisted testing.

*Prerequisite:* PSY 506 or PSY 510.

**PSY 610****Cognitive-Behavioral Approaches in Counseling and Psychotherapy**

A clinical skills course with focus on the initial problems addressed in the process of therapeutic intervention, namely the self-regulation of thoughts, feelings, and actions. Training in a broadly-conceived cognitive behavior therapy which includes a variety of specific intervention strategies designed to address problems of self-regulation.

*Prerequisites:* PSY 500 and 502.

**PSY 611****Insight-Oriented Approaches in Counseling and Psychotherapy**

3 credits

A clinical skills course with focus on the issues addressed in the process of psychological intervention, namely, the client's personal quest for self-understanding, intimacy, maturity, and

personal meaning. Training in cognitive approaches which emphasize enhanced maturity through insight.

*Prerequisite:* PSY 500.

**PSY 612****Group Processes in Counseling and Psychotherapy.**

3 credits

A course which combines experiential and didactic approaches. The student learns the major theoretical approaches to group counseling and psychotherapy, and also participates in group counseling sessions on issues presented by the classroom group which will illustrate the dynamics of groups and lead to the acquisition of skills needed to assist in the resolution of behavioral problems.

*Prerequisites:* PSY 500 and PSY 502.

**PSY 614****Working with Families**

3 credits

This course covers the basic principles, techniques, applications, uses and contraindicators of the major family therapy systems models. Specifically, the intersystems interface among intrapsychic, interpersonal and family systems dynamics are addressed. Diagnosis, techniques and intervention rationales are covered along with the role of the therapist and the therapist as person. Application of theory and research to practice is discussed.

*Prerequisite:* PSY 505.

**PSY 616****Contextual Family Therapy**

3 credits

This course provides an exploration of the convictions, concepts, strategies, and techniques of Contextual Therapy, a resource-oriented, trust-based modality of healing interventions for individuals, couples, and families.

*Prerequisite:* PSY 505.

**PSY 619****Gender, Ethnic, and Class Issues in Psychotherapy**

3 credits

A study of the impact and implications of ethnic, gender and class issues on the functioning of individuals and relationships, as well as on the theories and practices of therapy. It seeks to provide the students with an historical and political framework for identifying ethnic, gender and class biases. It examines selected modes and practices of therapy to locate ethnic and gender biases and to trace and assess their effects. Major ethnic, gender and class critiques will be reviewed and evaluated for their applicability. Some guidelines will be established for correcting and/or avoiding biases in practice.

**PSY 624****Marital Therapy**

3 credits

Role-playing is used to illustrate couples' treatment dynamics and intervention strategies from initial contacts through the treatment process. Special issues in couple therapy is addressed.

*Prerequisite:* PSY 505.

**PSY 641****Counseling Families in the Face of Loss**

3 credits

This course will address issues of loss and mourning experienced by families as a result of physical and mental disability, job loss, aging, illness and death. It will present an understanding of the psychological and relational impact of loss with particular reference to those who minister to families in face of loss.

**PSY 653****Organizational Interventions**

3 credits

This course is designed to assist individuals interested in a career in industrial/organizational psychology in learning about the issues involved in implementing organizational change and development programs. These issues include engaging employees in the change process, diagnosing organizational problems, effective methods for implementing change programs, and the techniques needed to evaluate the entire process.

**PSY 654****Issues in Organizational Training**

3 credits

This course will review the issues that need to be addressed when designing and implementing training programs in organizational settings. Special emphasis will be given to issues of needs analysis, design of programs, technologies that enhance training, the evaluation of training results, and the transfer of training to the work setting. The course will include review of these issues, as well as hands-on experience in designing and delivering training topics.

**PSY 659****Assessment in Organizational Settings.**

3 credits

This course presents methods for assessing skills, emotional problems, and personality in an organizational setting. It will provide a) information regarding the review and interpretation of assessment tools as well as the appropriate usage of test results, and b) practical experience in using these tools. Instruments are selected from more commonly used tests of skills, emotions and personality. Training will be provided in the use of computer-assisted testing and with standardized interview instruments.

*Prerequisite:* PSY 609

**PSY 674****Career Counseling**

3 credits

Offers an opportunity to help adapt your clinical skills to the critical area of career development. Relates career success and satisfaction to mental health and life fulfillment. Considers theories of career development and the process of career counseling. Utilizes career assessment, career resource information, and job placement requirements. Includes career counseling with special populations.

*Prerequisite:* PSY 500

**PSY 707****Graduate Research Seminar**

3 credits – elective

The Graduate Psychology Research Seminar is designed to provide an opportunity for graduate students to engage in original research. Students will be required to complete a literature review of a chosen area within the discipline, then design and complete a research project which adds to the understanding of that area.

*Prerequisite:* PSY 506 or PSY 510.

**PSY 709****Assessment in Psychological Services II: Individual Measures of Cognition and Personality.**

3 credits

Individual methods for assessing intelligence and personality. Interview and testing of subjects with presentation of case reports in class. Assessment instruments selected from the more commonly used tests of intelligence, personality, and behavior. Experience in computer-assisted testing and with standardized interview instruments.

*Prerequisite:* PSY 609.

**PSY 710****Field Placement**

2 credits

A practicum in supervised experience at an approved field placement site for a minimum of one full day per week. Practice in clinical skills with individuals, couples, families, and/or groups. Includes on-campus case seminar. (Continued with PSY 711, 712. Each semester is 2 credits.) *Prerequisite:* Completion of 27 credit hours including necessary skills courses.

**PSY 720****Professional Seminar.**

1 credit

The personal, practical, and ethical issues involved in the practice of professional psychology. Examination of professional development, professional associations, continuing education, credentialing, legal responsibilities and liabilities, confidentiality, agency practice, independent practice, consulting, and inter-professional cooperation. (PSY 721, 722 — continuation of Professional Seminar — 1 credit each semester.)

*Prerequisite:* Same as PSY 710.



# Master of Arts in Computer Information Science

## Director

Margaret M. McManus, Ph.D.

## Faculty

*Professors:* Longo, McCarty

*Associate Professors:* Hofmann, Kirsch, McManus, Wiley

*Assistant Professors:* Elliott, Khasawneh, Turk

## Description of Program

The Master of Arts degree in Computer Information Science is a program for persons who wish to become better skilled with computer information technology and practices within the professional community. It is designed to be broad-based in scope but provides sufficient depth for students to explore areas of personal interests and needs. This program is designed to expand and develop the student's knowledge of personal computing and to build upon and enhance professional experience. The core of this program is built on Personal Computing (PC) applications, productivity tools, and end user services. The focus of this program is on information: locating, capturing, ensuring, sharing, evaluating, and presenting information. Topics in the program include new programming paradigms, such as object-oriented programming; information distribution methodologies, e.g., local area networks and client/server; graphical user interface design and development; database design and implementation; Internet and Intranet; PC management and software engineering; current trends in operating systems; and software social, ethical, and legal issues.

The program develops quantitative talents, people skills, and extensive hands-on experiences. To address the dynamic nature of the field and the realization that there will always be a need for some self-training, this program encourages active student involvement and collaborative learning. Students are expected to join in class discussions, to evaluate new software packages, to make formal classroom presentations, and to do independent projects. The program prepares individuals for end user computing services by addressing both technical challenges and management skills in various size businesses. The program promotes the professional development of the student in the field of computer information science.

A strength of the program is its practical focus, based on a strong conceptual foundation. Students culminate their learning with a capstone project or research paper under the supervision of a faculty advisor. Students may work on their capstone experience either individually or in a group. Some students partner with an external company, or work on a project associated with their employer as a project deliverable for that company.

## Admission Requirements

To be accepted for admission into the program, a student must present:

1. Evidence of successful academic achievement in the completion of a baccalaureate degree from an accredited institution of higher education.
2. Appropriate background in computer science, a related discipline, or equivalent other training. On the basis

of admissions credentials, students may be required to complete several prerequisite courses.

3. Two letters of recommendation from professors or supervisors who can address the candidate's ability and motivation for enrolling in the program.
4. Acceptable score in the Graduate Record Examination General Test (GRE) or Miller's Analogies Test (MAT).
5. A professional resume.
6. The Application for Admission, accompanied by the stipulated application fee payable to La Salle University.
7. Evidence of qualification and capacity for graduate study as reflected in the application, references, GRE or MAT, and grade point average in undergraduate studies.

International Students: An acceptable TOEFL test score is required of international student applicants. A statement of financial responsibility must also be submitted.

The program is open to applicants without regard to age, creed, race, gender or national origin. Because oral communication is an integral part of many courses, students must communicate clearly in English. A maximum of six (6) hours transfer credit may be granted for graduate work at another institution.

## The application for Admission may be obtained by contacting:

Dr. Margaret M. McManus, Director  
Graduate Program in Computer Information Science  
La Salle University  
Philadelphia, PA 19141  
Phone: 215/951-1222  
Fax: 215/951-1805  
E-mail: [macis@lasalle.edu](mailto:macis@lasalle.edu)  
Web site: [www.lasalle.edu/academ/grad/macis/](http://www.lasalle.edu/academ/grad/macis/)

## Tuition and Fees 1997-1998

Application Fee .....	\$30
Tuition (per credit) .....	\$435
Registration Fee (7 hours or less) .....	\$20
Instructional Technology Fee (per course) ...	\$10

## Expenses and Tuition Assistance

Tuition, registration and instructional technology fees are set annually. Partial scholarship grants are offered on the basis of academic credentials and financial need.

The program also offers a small number of graduate associate positions. These positions are available to students for each academic year. In addition to providing financial support, the graduate associate position is intended to enhance the student's educational experience. The students will work closely on research and planning projects and are required to work ten hours a week. These positions are granted on the basis of academic credentials or financial need. Interested students should contact the program Director.

Information about other financial aid, deferred payments, and application forms may be obtained from the Director of Financial Aid, La Salle University, 215/951-1155.

## Progression Through the Program

The following is presented as a model for progression through the Computer Information Science program. Individual plans for progression will be determined for each student in consultation with the program Director.

Eleven to fifteen courses (at least 33 graduate credits) are required for the degree:

- A maximum of six prerequisite courses
- Six core courses
- At least two elective courses
- One capstone course

The design of this program assumes that the student has a background in computer science or a related discipline, or professional training. Some students may be required to take one to six prerequisite courses to supplement their computer expertise.

Students who are familiar with computing packages but not with algorithm development and computer programming may prepare for the graduate program by taking preparatory course(s). The Director of the graduate program will be able to advise such students concerning what course work would be needed in order to prepare to enter the program.

### PREPARATORY COURSE

Required for students who need to learn algorithm development and programming before entry to the program.

*CIS 500 Programming in C++*

### PREREQUISITES

The number required depends on student's background.

*CIS 502 Applied Statistics and Modeling*  
*CIS 520 Data Structures and Algorithms*  
*CIS 523 Data Processing and Database Management*  
*CIS 530 Graphical User Interfaces*  
*CIS 535 Introduction to Operating Systems*  
*MBA 810 Self-Assessment for Leadership*

### CORE

All required

*CIS 610 Software Management Issues*  
*CIS 613 Software Engineering*  
*CIS 623 Client/Server and Intranet Databases*  
*CIS 630 Graphical User Interface Programming*  
*CIS 640 Data Communications and Internetworking*  
*CIS 643 Local Area Networks*

### ELECTIVES

At least two required

*CIS 607 Computer Graphics*  
*CIS 635 Topics in Distributed Computing*  
*CIS 646 Groupware*  
*CIS 655 Expert Systems*  
*CIS 657 Computer-Based Training*  
*CIS 670 Special Topics of Current Interest*

### CAPSTONE

One required

*CIS 680 Project Implementation*  
*CIS 685 Independent Research*

## Course Descriptions

### CIS 500

#### Programming in C++

Development of computer problem solving techniques and algorithms. Programming in C++ including functions, arrays, pointers, records. Introduction to data structures: lists, stacks, queues. Three hours of lecture and two hours of laboratory per week.

### CIS 502

#### Applied Statistics and Modeling

A problem-solving computer-oriented approach to applied statistics based on modeling. Topics include: probability, discrete and continuous random variables, model building and testing, sampling distributions, hypothesis testing, design of experiments, factorial design, analysis of variance and covariance, correlation, simple and multiple regression, and nonparametric tests. Students must demonstrate a proficiency in the use of packages and an ability to evaluate a statistical situation.

**CIS 520****Data Structures and Algorithms**

Classic data structures (arrays, lists, stacks, trees, graphs, hash tables) presented as Abstract Data Types in a C++ object-oriented methodology.

*Prerequisite: Programming skills in a high level language.*

**CIS 523****Data Processing and Database Management**

Database system data structures-architecture, data languages. Logical and physical database design. Database models: entity-relationship, relational, hierarchical, network; normalization, integrity, relational algebra, query languages including SQL, security, social ethical concerns. Case studies and a project using a relational DBMS.

**CIS 530****Graphical User Interfaces**

This course provides a foundation for the design, development and assessment of effective graphical user interfaces. Human factors principles and theories are studied to provide the conceptual basis for explorations into the windows environment on the PC. Students will apply learned principles through the design and specification of a custom interface into an integrated application. This interface will be implemented using a development environment such as Visual Basic.

*Prerequisite: Programming skills in a high level language.*

**CIS 535****Introduction to Operating Systems**

Computer structure and architecture, addressing techniques, error handling. Principles of process and resource management in operating systems. I/O programming, interrupt mechanisms, memory management, schedulers, device management, information management and file systems. Concepts are illustrated using micro, workstations and/or mini computers. Students will be expected to design and implement various simulations in an object-oriented programming language (C++).

*Prerequisite: CIS 520.*

**CIS 607****Computer Graphics**

This course covers graphics concepts and techniques including graphics hardware, DOS and Windows-based graphics programming and libraries, two and three dimensional graphics algorithms, scan conversion, light/color, animation, graphics file formats and conversions, image compression and manipulation techniques, and graphics packages. Students will design, specify, and implement custom graphics applications.

*Prerequisites: CIS 520; CIS 630 or Windows API programming experiences is recommended.*

**CIS 610****Software Management Issues**

Contemporary issues in software use: legal, ethical, societal. Topics include: intellectual property rights; legislation concerning privacy, access to computer information, computer

fraud; ethical obligations of computer professionals; privacy and large databases; encryption; viruses, worms, and hackers; current governmental issues.

**CIS 613****Software Engineering**

Software Engineering treats the technical and administrative issues; software milestones and development: models of the software development process, project planning design, team management, requirements of specification, technique and tools, implementation, testing, and integration, maintenance. This course requires the completion of a team project.

*Prerequisites: CIS 520, CIS 523.*

**CIS 623****Client/Server and Intranet Databases**

The relational model and the SQL query language. Client/Server architecture, multi-tiered, distributed databases including: data fragmentation, query optimization, and transaction processing. Open DataBase Connectivity (ODBC). Intranet databases design and implementation. Object-Oriented Model.

*Prerequisites: CIS 523, CIS 530.*

**CIS 630****Graphical User Interface Programming**

This course studies Windows programming concepts and techniques including Object Linking and Embedding (OLE), Open DataBase Connectivity (ODBC), and creating custom controls. Students will use Windows libraries, for example, the Application Program Interface (API) and the Microsoft Foundation Class (MFC), to customize applications. Students will be expected to design, specify and implement a custom application in an object-oriented environment.

*Prerequisites: CIS 520, CIS 530.*

**CIS 635****Topics in Distributed Computing**

This course will examine issues related to distributed computing including: communications, synchronization, file systems, shared memory, replication, directory services, clustering, and object request brokers (ORBs). One of the main objectives of this course is to examine the emerging ORB standards, namely, CORBA and DCOM.

*Prerequisite: CIS 535.*

**CIS 640****Data Communications and Internetworking**

A clear understanding of the seven layer ISO model with emphasis on the lower four layers will be discussed. In addition the popular protocols, standards and services will be examined, including: IEEE 802 family of standards (protocols), TCP/IP, SMDS, ISDN, DQDB, Frame Relay, and ATM. Bridges and routers will also be covered.

**CIS 643****Local Area Networks**

This course will focus on the designing, setting up and managing of local area networks. Various topologies, architectures and management software will be discussed. Students will be expected to set up and “operate” a LAN.

*Prerequisite:* CIS 640.

**CIS 646****Groupware**

Groupware and Computer-Supported Cooperative Work: Characteristics, components, software systems, services. Issues: Group process, facilitation, control, data sharing, privacy, ethnography, and consistency. Computer human interaction. Groupware design, architecture, and implementation. Example systems such as mail, discussions, conferencing, meeting rooms, and scheduling in the electronic environment; co-operative hypertext; media spaces; collaborative authoring and drawing; shared databases. Students will design and implement a groupware project.

*Prerequisites:* CIS 530, CIS 640.

**CIS 655****Expert Systems**

Expert systems draws upon the fields of artificial intelligence, cognitive psychology, linguistics, and philosophy. Characteristics, applications, and example systems. Components: Dialog structure and interface; inference engine techniques; knowledge base representations. Explanations, certainty factors, and human factors. Expert system construction: Problem selection; knowledge acquisition, representation, and programming; evaluation; and maintenance. Project, using an expert system shell.

*Prerequisite:* CIS 520.

**CIS 657****Computer-Based Training**

History, design, comparison, evaluation, and examples of computer-based training and knowledge communication systems. Human-Computer Interaction principles and guidelines will be applied to domain specific training and end-user assistance problems and projects. Issues: linear versus nonlinear control, interactive communication, and end-user assessment. Students will design and implement a project.

*Prerequisite:* CIS 630.

**CIS 670, 671, 672****Special Topics in Computer Information Science**

Specialized study in Computer Information Science. Topics vary according to interest of students and faculty.

**CIS 680****Project Implementation**

The implementation of a project using tools appropriate to Computer Information Sciences. This may be an individual or a group project. This project may be the outgrowth of a design done in a previous course. This project will be supervised by a faculty member and the design of the project must have the

approval of the graduate director and the faculty member who is supervising the project. The student will present the project to the graduate panel and faculty advisor.

*Prerequisites:* All Core Courses.

**CIS 685****Independent Research**

Independent research on an approved topic in Computer Information Sciences. Students will be directed by a faculty member in this research. The topic must be approved by the graduate director and the faculty member who is directing the research. Results of this research should include the preparation of a publishable quality paper and an oral presentation on the research.

*Prerequisites:* All Core Courses.

# Master of Arts in Education

## Director

Gary K. Clabaugh, Ed.D.

## Faculty

*Professor:* Clabaugh

*Associate Professors:* Bednar, Feden, Freeman, Lambert, Ryan, Schoen, Sweeder, Vogel,

*Assistant Professors:* Colhocker, Sentner, Yost

*Adjuncts:* Iano, Keating, Laubach, Rozyck, Showler, Strock

## Description of Program

Using a schedule that accommodates those already employed, this nationally recognized program is designed both for aspiring educators and practicing professionals. Unlike traditional programs, it focuses on the nature of the learner and the learning process rather than bureaucratically inspired stereotypes of grade, label, and subject.

Candidates are grounded in analytic techniques and distinctions which promote their ability to analyze the meaning and effects of educational institutions, develop critical understanding of educational thought and practice, encourage value positions based on critical study, and provide resources for the development of educational policy making skills. Candidates also are trained in the measurement and evaluation of the developmental and learning processes as they pertain to the practice of teaching. Through field work, they also practice the instructional procedures which are rationalized by this information. In this manner, candidates learn how to implement truly expert instruction that accommodates various developmental levels, learning styles, and personality types.

## Admission Requirements

To be accepted for admission into the program, a student must:

1. Provide evidence of successful academic achievement in completion of a baccalaureate degree from an accredited institution of higher education.
2. Obtain acceptable scores on the Miller Analogies Test (MAT). (*Arrangements to take this examination may be made with La Salle's Counseling Center.*)
3. Provide two letters of recommendation from colleagues or supervisors who can address the candidate's ability and motivation for enrollment.
4. Complete the Application for Admission, accompanied by the stipulated application fee payable to La Salle University.
5. Attend a personal interview with the Director of the program if requested.
6. Provisionally meet the criteria, both academic and professional, detailed later in this section under the heading, "Candidate Procedures for Teaching Certification."

The Application for Admission may be obtained by contacting:

Dr. Gary K. Clabaugh, Director  
Graduate Education Program  
La Salle University  
Philadelphia, PA 19141  
215/951-1593

## Tuition and Fees 1997-98

Application Fee .....	\$30
Tuition (per credit) .....	\$365
Registration Fee (per semester) .....	\$20
Instructional Technology Fee (per course) ...	\$10

## Tuition Assistance

Information about financial aid and application forms may be obtained from the Director of Financial Aid, La Salle University, Philadelphia, PA 19141, 215/951-1070.

## Progression Through the Program

Individual plans for progression will be determined for each student in consultation with the Program Director.

### Required for Degree:

30 graduate credits  
Comprehensive Examination

### Core Courses:

#### Required for Degree and all Certificates

EDC 501 Cognitive Development and Education  
EDC 502 Social Development and Education  
EDC 601 Foundations of Education  
EDC 613 The Developmentally Oriented Teacher  
EDC 603 Curriculum Development

### Core Option: One only

EDC 503 Adult Development and Education  
(*For M.A. only candidates*)  
EDC 510 Human Exceptionalities  
(*For M.A. plus certification candidates*)

### Electives: Four required

(*Certification courses can be used as Electives for M.A.*)

## Course Descriptions

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### Core Courses

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#### **EDC 501 (F, S)**

##### **Education and the Cognitive Development of the Child and Adolescent**

Addresses cognitive development and the acquisition of knowledge then explores the implications for instruction. Emphasizes creating more meaningful learning experiences for pupils who are at varying developmental levels and who have different learning styles. Required of all candidates.

#### **EDC 502 (F, S)**

##### **Education and the Social-Emotional Development of the Child and Adolescent**

Explores social, moral, and sexual development and the significance of this development to the teacher. Makes explicit the ways that teachers can make the learning environment more responsive to student needs and create a better match between subject matter and student. Required of all candidates.

#### **EDC 503 (F)**

##### **Education and Adult Development**

Extends knowledge of all the developmental process through adulthood. Examines past and current theoretical perspectives on adult development and learning as they relate to education. Presents learning as a lifelong process. Core Course for M.A. only candidates.

#### **EDC 510 (S, SU)**

##### **Education and Human Exceptionalities**

Introduces human exceptionalities. Surveys the psychological, medical, legal and social influencing the provision of services for exceptional people. Clarifies perceptions of "exceptionalities," defines and describes key terms and concepts, and identifies major trends that effect the scope and nature of service to exceptional people. Taken in lieu of 503 as a Core Course for all certification candidates.

#### **EDC 601 (F, S)**

##### **The Foundations of Education**

Promotes analysis of the meaning and effects of educational institutions. Provides resources for developing critical understanding of educational thought and practice. Encourages the development of value positions based on critical study. Provides resources for the development of educational policy making perspectives and skills. Required of all candidates.

#### **EDC 603 (F, S)**

##### **Curriculum Development**

Assists students in examining and refining their own concept of the curriculum and provides them with the knowledge and practical skills required to translate that concept into an effective, developmentally-based program for learners. Stresses acquiring the knowledge, developing the attitudes, and cultivating the skills that make teachers effective curriculum workers in the schools. Required of all candidates.

*Prerequisites: EDC 501, 502, 602, 613 or permission.*

#### **EDC 613 (F, S)**

##### **Role of the Developmentally Oriented Teacher**

Enables students to more expertly apply child and adolescent developmental concepts to the practice of teaching. Explores strategic instructional planning, teaching styles, presentation skills, cooperative learning and classroom management systems. Emphasizes the role of the teacher as an educational leader and decision-maker. Uses video-assisted micro-teaching both in the laboratory and the classroom. Required of all candidates.

*Prerequisites: EDC 501, 502 or permission.*

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### Certification and Elective Courses

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*(Certification courses may be used for satisfaction of elective requirements.)*

#### **EDC 602 (F, S, SU)**

##### **The Teacher and Technology**

Helps teachers incorporate modern technologies of instruction into their classroom practices. Includes visual literacy and design principles, videography, the Internet, videodisc technology, cable in classroom, trends in educational computing and multimedia. Emphasizes the impact of those technologies on human growth and development. (Students are expected to purchase approximately \$50 of materials for this course.)

*Prerequisites: EDC 501, 502 or permission.*

#### **EDC 612 (SU)**

##### **Geography for Teachers**

Provides educators with the knowledge base necessary to institute, update, and enrich the teaching of geography. Examines using geography as an integrative discipline to teach physical and social sciences. Surveys the major research traditions of geography including the earth-science tradition, the culture-environment tradition, the location tradition, and the area analysis tradition. Required of all elementary and special education certification candidates.

#### **EDC 618 (F, S)**

##### **Developmental Reading**

Promotes understanding of reading as a strategic interactive process which affects a learners efforts in all academic areas. Explores currently held views of the reading process, instruction techniques, and assessment concerns. Employs a variety of formats including lecture, demonstration, discussion, and hands-on experiences. Course projects provide practical application of the theoretical, instructional, and diagnostic issues presented. Required of all certification candidates.

*Prerequisites: EDC 501, 502 or permission.*

#### **EDC 619 (SU)**

##### **Exploring American Culture Through American Education**

Uses seminar format to examine how changes in American culture influenced, and were influenced by, education and schooling. Explores: immigrant and minority education; the influence of psychology on culture, personality and education; the role of the humanities in education; changing perspective on childhood and schooling; the form and function of higher education; and the depiction of education and schooling in literature.

**EDC 642 (F)****Development of Mathematical Thought**

Assists students in understanding how children develop quantitative reasoning and examines implications for teaching math concepts, skills, and problem-solving approaches across content areas. Provides a basis for understanding the changing mathematics curriculum and offers opportunities to plan and evaluate instructional techniques. Required of all elementary and special education certification candidates.

*Prerequisites:* EDC 501, 502 or permission.

**EDC 644 (SU)****Assessing the Learning Abilities and Disabilities of Elementary and Special Needs Learners**

Provides elementary and special education teachers with knowledge of the meaning, or lack of meaning, of standardized test scores. Also instructs how to gather curriculum based assessment data in the areas of oral and written language, mathematics, social behaviors and perceptual motor performance and to develop interventions when indicated. Required of all elementary and special education certification candidates.

*Prerequisites:* EDC 501, 502, or permission.

## Field Experience and Integrated Course Work

### Elementary and Special Education Certification Candidates

**PRACTICUM I**

*(combines EDC 643, EDC 659 and EDC 660)*

**EDC 643 (SU)****Developing and Adjusting Instruction for Gifted, Average and Mildly Handicapped Learners**

Enables elementary and special education teachers to use a developmental perspective to design and adjust instruction to accommodate the wide spectrum of needs commonly found among learners, both handicapped and non-handicapped. Stresses an interdisciplinary view of instruction. Emphasizes teaching gifted, average range and mildly handicapped learners.

*Prerequisites:* EDC 501, 502, 644 or permission.

**EDC 659 (SU)****Teaching Gifted, Average and Mildly Handicapped Learners: Performance****EDC 660 (SU)****Teaching Gifted, Average and Mildly Handicapped Learners: Portfolio**

An intensive summer immersion program in which participants, under close supervision, design and deliver instruction to gifted, average range and mildly handicapped elementary-aged children. Uses cooperative learning activities to emphasize the classroom application of research-based knowledge of child development and individual differences.

*Prerequisites:* EDC 501, 502, 644 or permission.

**PRACTICUM II**

*(combines EDC 646 and EDC 661)*

**EDC 646 (SU)****Developing and Adjusting Instruction for Moderately and Severely Handicapped Learners**

A field-based extension of EDC 643 that stresses use of a developmental perspective in designing and adjusting instruction to accommodate the individual needs found among moderately to severely handicapped learners. Stresses a range of approaches including cognitive and behavioral practices.

*Prerequisites:* EDC 501, 502, 510, 643, 660 or permission.

**EDC 661 (SU)****Teaching Moderately and Severely Handicapped Learners: A Field Experience**

An extension of EDC 660 in which participants design and deliver instruction to moderately and severely handicapped learners. Emphasizes the classroom application of research-based knowledge of child development and individual differences.

*Prerequisites:* EDC 501, 502, 510, 643, 660 or permission.

**PRACTICUM III****EDC 662 (F, S)****Elementary and Special Education Student Teaching**

Required of all elementary and special education certification candidates with no teaching experience.

**EDC 679 (F, S)****Special Methods of Teaching**

Weekly seminars held either on campus or at the practicum site; designed to help students translate theory into practice by exploring teaching methods in the chosen area of certification. Research project required. Required of all certification candidates.

*Prerequisite:* Comes at end of program.

**OR****EDC 669 (F, S)****Supervised Teaching**

Replaces Student Teaching for candidates with one or more years teaching experience who are also currently employed as teachers. For one semester the supervised teacher is observed and guided by university faculty while teaching in his/her own current private or public school position. The supervised teacher also conducts an action research project. (Must meet Commonwealth Standards as appropriate for area of certification.) Required of all certification candidates who are not required to take Student Teaching.

*Prerequisites:* If required, EDC 669 must be taken as final course in Certification Sequence.

**EDC 679 (F, S)****Special Methods of Teaching**

Weekly seminars held either on campus or at the practicum site; designed to help students translate theory into practice by exploring teaching methods in the chosen area of certification. Research project required. Required of all certification candidates.

*Prerequisite:* Comes at end of program.

## Secondary Education Certification Candidates

### EDC 689 (S)

#### Secondary Education Student Teaching

Required of all secondary education certification candidates with no teaching experience.

### EDC 679 (S)

#### Special Methods of Teaching

Weekly seminars held either on campus or at the practicum site; designed to help students translate theory into practice by exploring teaching methods in the chosen area of certification. Research project required. Required of all certification candidates.

*Prerequisite: Comes at end of program.*

OR

### EDC 669 (F, S)

#### Supervised Teaching

Replaces Student Teaching for candidates with two or more years teaching experience who are also currently employed as teachers. For one semester the supervised teacher is observed and guided by university faculty while teaching in his/her own current private or public school position. The supervised teacher also conducts an action research project. (Must meet Commonwealth Standards as appropriate for area of certification.) Required of all certification candidates who are not required to take Student Teaching.

*Prerequisites: If required, EDC 669 must be taken as final course in Certification Sequence.*

### EDC 679 (F, S)

#### Special Methods of Teaching

Weekly seminars held either on campus or at the practicum site; designed to help students translate theory into practice by exploring teaching methods in the chosen area of certification. Research project required. Required of all certification candidates.

*Prerequisite: Comes at end of program.*

## Teacher Certification Through La Salle's Graduate Program in Education.

Pennsylvania Teacher Certification, both Instructional I (Provisional) and Instructional II (Permanent), may be obtained via the Graduate Program in Education. (All Pennsylvania teachers first obtain only Provisional Certification. They have six years to convert this to Permanent Certification via further study and experience.)

A Pennsylvania certificate is automatically recognized as valid in over half the states. La Salle's teacher education requirements are commonly accepted for certification in the remaining states.

## Scope:

Certification programs are offered to post-baccalaureate students intending to pursue Pennsylvania Instructional I certification in either Secondary Education or Elementary and Special Education. Postbaccalaureate certification candidates commonly take the M.A. degree as part of Secondary or Elementary and Special Education certification. Completion of certification requirements usually fulfills all degree requirements save for the Comprehensive Examination.

## Focus:

The developmental perspective of the M.A. program is reflected throughout the certification processes. Using this focus, the program provides training and experience leading to teacher certification for any one of the following types of students:

1. Those already holding Instructional I or II certification in other areas and currently employed as full-time, tenure-track positions at an accredited school.
2. Those currently employed as full-time, tenure track teachers in private schools, but not holding teacher certification.
3. Those without teacher certification and without any teaching experience or current employment as a teacher.

## Candidacy Procedures for Teacher Certification

Individuals must already be matriculated students in the Graduate Program in Education in order to become accepted as candidates for Commonwealth of Pennsylvania teacher certification. Individualized programs to meet Commonwealth certification requirements are determined on an individual basis by the Director of Elementary and Special Education or the Director of Secondary Education. Candidates must acknowledge by signature that they understand the individual certification requirements listed on their advisement sheet.

## Academic Requirements

Those who aspire to teach the young must themselves be accomplished scholars. Therefore, certification candidates must maintain "good academic standing" in the Graduate Program in Education. Good academic standing is defined in the general information portion of the Graduate Bulletin. Additionally, certification candidates may not earn more than two grades below B in certification course work, nor may their certification course work GPA fall below 3.0. In their course work they also must demonstrate above average proficiency in both written and spoken English.

Candidates may repeat certification courses already taken (up to a limit of two courses) in order to improve their grades in those courses. However, candidates who repeat certification courses will be permitted to do so only once.

## Other Professional Requirements

Accomplished scholarship is a necessary but not sufficient condition for a career in teaching. Those who would teach the young also must be adequately prepared to teach ethical imperatives. Teachers have a moral obligation to provide children the opportunity to achieve their full human potential. Moreover, children are especially vulnerable and their parents are compelled



by law to turn them over to near strangers. It is therefore necessary that teacher certification candidates evidence a fundamental commitment to mastering the systematic body of knowledge that informs educational practice and supports a scientifically rational approach to teaching. They also must demonstrate a fundamental willingness to help students even at the sacrifice of personal convenience and be unreservedly committed to teach all students irrespective of their kinship, race, religion, sex, social status, or handicapping condition.

The degree to which the graduate student fulfills the above criteria will be determined by the Graduate Program in Education faculty. The decision of the faculty on these matters will be final and unappealable.

The obligations of teaching also require that candidates for certification demonstrate self-motivation, compassion, honesty, punctuality, and the ability and willingness to assume responsibility. Additionally, they must demonstrate the capacity to discuss and reconsider their underlying assumptions, and the facility to listen to, accept, and act on constructive criticism. Students who are guilty of criminal behavior, academic dishonesty, or conduct that is inconsistent with the Judeo-Christian moral tradition of La Salle University will not be permitted to continue in the Graduate Program in Education.

The degree to which the student fulfills the above criteria will be determined by the Graduate Program in Education faculty. The decision of the faculty in these matters will be final but appealable.

Graduate candidates who are dismissed from teacher certification candidacy are not eligible for certification in any other division of the University.

## Certification in Elementary and Special Education

### General Requirements

Individualized Certification Programs are determined after initial interview

### Commonwealth of Pennsylvania Prerequisites

Studies, or appropriate CLEPs to indicate knowledge of, American history, the arts, literature, and economics

### Course Work in Pedagogy

CORE EDC 501, 502, 510, 601, 613, and 603, plus:  
EDC 602 Teacher & Technology  
EDC 612 Geography for Teachers  
EDC 618 Developmental Reading  
EDC 642 Development of Mathematical Thought  
EDC 644 Assessing Learning Abilities

### Field Experiences

*(Requirements determined on individual basis)*

## PRACTICUM I

EDC 643 Developing and Adjusting Instruction for Gifted, Average and Mildly Handicapped Learners

EDC 659 Teaching Gifted, Average, and Mildly Handicapped Learners: Performance

EDC 660 Teaching Gifted, Average and Mildly Handicapped Learners: Portfolio

## PRACTICUM II

EDC 646 Developing and Adjusting Instruction for Moderately and Severely Handicapped Learners

EDC 660 Teaching Moderately and Severely Handicapped Learners: A Field Experience

## PRACTICUM III

EDC 662 Elementary and Special Education Student Teaching  
*(Candidates with no teaching experience)*

EDC 679 Special Methods of Teaching

### OR

EDC 669 Supervised Teaching  
*(Candidates with one or more years teaching experience currently employed as teachers)*

EDC 679 Special Methods of Teaching

## Certification in Secondary Education

### Certification Areas

Certification is offered in Biology, Chemistry, Communication, Comprehensive Social Studies (concentration in History), Earth/Space Science, English, Environmental Science, French, General Science, German, Italian, Latin, Mathematics, Physics, and Spanish

### Subject Area Courses

Determined on individual basis

### Course Work in Pedagogy

CORE EDC 501, 502, 510, 601, 613 and 603, plus  
EDC 602 The Teacher and Technology  
EDC 618 Developmental Reading

### Secondary Field Work:

EDC 669 Supervised Teaching  
*(Candidates with one or more years teaching experience currently employed as teachers)*

EDC 679 Special Methods of Teaching

### OR

EDC 689 Secondary Education Student Teaching  
*(Candidates with no teaching experience)*

EDC 679 Special Methods of Teaching

# Master of Arts in Professional Communication

## Director

Richard J. Goedkoop, Ph.D.

## Faculty

*Professor:* Molyneaux

*Associate Professors:* Goedkoop, Texter

*Assistant Professors:* Dainton, Hall, Kirk,

Kruse, MacLeod, Smith

*Lecturers:* Freed, Greenberg, Herbst, Herron

## Description of Program

The Master of Arts degree in Professional Communication is primarily a part-time, 36-credit program for persons who wish to become better skilled with communication issues and practices within business and professional organizations. It is designed to be broad-based in scope but provides sufficient depth for students to explore issues or emphases that are germane to their interests and needs.

A strength of the program is its practical focus. While emphasizing theory and methods in the core courses, students are invited throughout the program to apply the communication principles and practices that they learn to real-life situations.

The program in Professional Communication is designed to provide coursework, additional communication skills, research tools, and pragmatic experiences that will enable students to combine knowledge of the most important areas of the discipline with opportunities to test and apply their enhanced knowledge and skills in the workplace.

The program can be tailored to the individual student's goals through the choices that can be made in General Courses as well as through the experiences that can be chosen to pursue in the Practicum and Master's Project.

Students are able to complete the program in as little as two years. With a total of 9 credit hours in non-classroom course work (6 credits for the Master's Project, 3 credits of Practicum), students who need or want a fairly rapid completion can be accommodated.

Students also have the option (with faculty approval) to complete the program with 36 credits of classwork plus Comprehensive Examinations.

## Admission Requirements

To be accepted into the program, a student must present:

1. Evidence of successful academic achievement in completion of a Bachelor's degree from an accredited institution of higher education. The student's record must show completion of 24 credit hours in any combination of communication, humanities, and social science courses.

2. Three letters of recommendation from professors and or supervisors who can address the candidate's ability and motivation for enrolling in the program.
3. Acceptable scores on either the Graduate Record Examination (GRE) or the Miller Analogies Test (MAT). Arrangements to take the MAT may be made with the Counseling Center of La Salle University. Information on GRE scheduling is also available from the Counseling Center.
4. The Application for Admission, accompanied by the stipulated application fee made payable to La Salle University.

The program is open to applicants without regard to age, creed, race, gender, national origin, disability, or sexual orientation. Because oral communication is an integral part of most courses in the program, students must be able to communicate clearly in English. A maximum of six (6) credit hours are eligible for transfer from another institution or from another La Salle Graduate Program.

## The Application for Admission may be obtained by contacting:

Dr. Richard J. Goedkoop, Director  
Graduate Program in Professional Communication  
La Salle University  
Philadelphia, PA 19141  
215/951-1155

## Tuition and Fees 1997-98

Application Fee .....	\$30
Tuition (per credit) .....	\$365
Registration Fee (per semester) .....	\$20
Instructional Technology Fee (per course) ...	\$10

## Tuition Assistance

Partial grants are available for Fall and Spring semesters based upon a combination of need and merit. Consult the Director of the Professional Communication Program for more details. Information about financial aid and application forms may be obtained from the Director of Financial Aid, La Salle University, Philadelphia, PA 19141, 215/951-1070.

## Progression Through the Program

The Master of Arts in Professional Communication degree is a 36-credit program requiring all degree recipients to complete:

1. The five-course Core
2. A required Practicum (COM 605), after at least 15 graduate credits
3. Four elective, general courses
4. A six-credit Master's Project or 36 course credits plus Comprehensive Exams.

Students must complete the program with a minimum 3.0 grade point average. They have seven years from their first matriculation to complete all requirements for the degree.

### Core (5 courses, 15 credits)

COM 600 Communication Theory  
COM 601 Professional Communication Ethics  
COM 602 Advanced Oral Communication  
COM 603 Strategies for Professional Writing  
COM 604 Communication Research Methods

### Required (1 course, 3 credits)

COM 605 Practicum (after at least 12 graduate credits)

### General Courses (4 courses, 12 credits)

COM 610 Approaches to Interpersonal Communication  
COM 611 Approaches to Mass Communication  
COM 612 Approaches to Organizational Communication  
COM 613 Approaches to Public Relations  
COM 614 Communication Conflict Management  
COM 615 Persuasion  
COM 617 Communication Management:  
Media & Public Relations  
COM 618 Professional Media Production

### Master's Project (6 credits)

COM 620 (Independent, under full-time faculty supervision)

## Course Descriptions

### COM 600

#### Communication Theory

This course focuses on the nature and function of communication theory. It examines the role of theory in understanding communication events and explores various advanced communication theories as they apply to professional communication.

### COM 601

#### Professional Communication Ethics

This course is designed to examine and critique a range of ethical theories regarding human behavior in interpersonal group, professional, and mediated contexts. It is also designed to give the students a number of opportunities to apply and critique those theories to a range of hypothetical and real-life situations.

### COM 602

#### Advanced Oral Communication

This course focuses on the development and enhancement of public presentation skills. It presents theoretical background for speaking in different types of public situations, but concentrates primarily on speech preparation and skill development. Use of presentation graphics will be included.

### COM 603

#### Strategies for Professional Writing

This is an advanced writing course designed to show participants how to write effectively the documents common to the worlds of business and professions. The course is designed to develop writing and editing skills that participants can use in meeting the writing needs of their professional lives. In addition, the course provides practical instruction in how to effectively manage the writing of others.

### COM 604

#### Communication Research Methods

This course introduces graduate students to qualitative and quantitative research methods, including experimental, survey, textual analysis, and ethnography. The course will also include an examination of how research can be applied in professional settings.

*Prerequisite: COM 600*

### COM 605

#### Practicum

This course will provide students with the opportunity to integrate classroom learning with professional employment through a supervised experience at an approved placement site. The practicum will stress the development of the student through enhanced opportunities and challenges in a professional setting. Choice of practicum site and project will be developed by the student through consultation with a faculty member and with the cooperating company or institution.

*Prerequisite: 15 credit hours in Professional Communication.*

### COM 610

#### Approaches to Interpersonal Communication

This course focuses on the nature and function of interpersonal communication. Content incorporates advanced theories and research on interpersonal communication and their application to the practice of effective interpersonal communication in everyday and professional life.

### COM 611

#### Approaches to Mass Communication

This course is oriented primarily toward those who use and want to learn about the impact and role of mediated industries rather than for practitioners. It builds on and assumes a working familiarity with: (1) significant events in the evolution of print and electronic media; (2) the general structures and purposes of media industries and auxiliary institutions; (3) types of media content and practices; (4) issues related to media effects and ethics.

**COM 612****Approaches to Organizational Communication**

This course provides advanced study of the theoretical and conceptual aspects of organizations and organizational communication and of their application to practice. The course explores methods for the analysis and evaluation of organizational communication networks and for the planning and development of communication intervention strategies.

**COM 613****Approaches to Public Relations**

This course explores public relations as the management of communication between an organization and its various internal and external stakeholders. It examines theoretical and conceptual frameworks with an eye toward the practical application of appropriate ethics, decision-making, research analysis, design, implementation, and evaluation strategies.

**COM 614****Communication Conflict Management**

This course focuses on the nature and function of healthy and unhealthy communication conflict. Content incorporates theories of conflict and the application of effective conflict management.

**COM 615****Persuasion**

This course focuses on the different theories, approaches, research methods, and applications for persuasion in a variety of communication contexts and media.

**COM 617****Communication Management Media & Public Relations**

The focus of this course is to analyze an organizations internal and external communication challenges through needs assessment techniques and effective planning strategies.

**COM 618****Professional Media Production**

This course presents current audio and video practices and technologies used in corporate and institutional communications. Students will implement these pre-production, production, and post-production practices in developing messages for corporate and institutional audiences.

**COM 620****Master's Project**

The Master's project is a major research or application project that completes the student's course of study. It is designed to give the student an opportunity to work with a full-time faculty member on a project that will provide in-depth focus to a particular area of study, to apply it to a real-life professional setting and to integrate theory and practice.

# Master of Arts in Theological/Biblical Studies, Pastoral Ministry, and Liturgical Practice

## Director of the Summer Program

Geffrey B. Kelly, M.A., S.T.L., S.T.D., L.L.D.

## Faculty

*Professors:* Efroymson, Kelly, Ramshaw

*Associate Professors:* Campos, Keenan

*Assistant Professors:* Devlin, Pastis

*Lecturers:* Bartle, Bornemann, Brame, Godzieba, Hallahan, Hogan, Jenneker, Lathrop, McCoy, Prusak, Raphael, Ryan, Scott, Whalen

## Description of Program

The graduate programs in Theological, Pastoral, and Liturgical Studies are both full-time and part-time programs. Classes are held in the evenings and on Saturdays during the Fall and Spring Semesters and in the morning, afternoon, and evening during the Summer Sessions.

The programs offer advanced education in three distinct areas of study: one is Theological/Biblical Studies, the second is Pastoral Ministry, the third is Liturgical Practice. Each is characterized by the distinct Lasallian methodology.

The Theological/Biblical Studies program helps students become solid theological thinkers, capable of articulating a sound contemporary theology—one that effectively re-images the call of Jesus for today's men and women in such a fashion that it resonates within the actual cultural and socio-economic contexts of people's lives.

The Pastoral Ministry program helps students investigate the issues and develop the skills that will enable them to become effective Christian ministers—men and women who can share the human struggles of people in the way of Jesus, who can gather a community of disciples which celebrates Jesus' continued presence, and who can empower people to work toward the renewal of society.

The graduate program in Liturgical Practice provides for the needs of those whose ministry intersects with liturgical planning for diocesan, parish, and school ministries. Within a theological, theoretical, and historical framework, the program focuses on the practical concerns of the liturgical life and worship in a Christian community. The program offers training in the liturgical arts and in the various skills required for the creation of liturgies that enrich one's Christian faith. Each summer the graduate program organizes a Liturgical Institute featuring nationally acclaimed liturgists. This program's core faculty is a group of skilled teachers from various fields of liturgical expertise. All theoretical and practical work will be directed toward the ecumenical search for creative and inspiring liturgies in the North American context. This program serves both clergy and laity involved in all fields of pastoral-liturgical ministry.

Methodologically, our programs of studies follow the centuries-old University tradition of education that is academically open to the diversity of events, ideas, and the physical and social sciences and technologies that shape our contemporary world. The programs empower students to investigate the historical religious, theological, and pastoral traditions, establish a dialogue with the contemporary world, and use the resultant insights and skills to respond, in faith, to the fears, struggles, aspirations, and

achievements of contemporary men and women.

## Admission Requirements

To be accepted for admission, an applicant must present:

1. Evidence of successful academic achievement in completing a baccalaureate degree from an accredited institution of higher education.
2. Unless a waiver is granted, a minimum of 26 credits in a combination of religion, theology, humanistic subjects, or ministry-related work.
3. The Application for Admission, accompanied by the stipulated application fee payable to La Salle University.

**The Application for Admission may be obtained by contacting:**

Graduate Religion Programs  
La Salle University  
Philadelphia, PA 19141-1199  
215/951-1350

## Tuition and Fees 1997-98

Application Fee .....	\$30
Tuition (per credit) .....	\$225
Registration Fee (per semester) .....	\$20
Instructional Technology Fee (per course) ...	\$10

## Tuition Assistance

Information about financial aid and application forms may be obtained from the Director of Financial Aid, La Salle University, Philadelphia, PA 19141, 215/951-1070

## Progression Through the Program

The degree is 36 credits. For information about sequence of courses recommended for each concentration—Theological Studies, Pastoral Studies, and Liturgical Praxis—refer to the Graduate Religion bulletin for these programs. Call 215/951-1350 for a copy.

## Course Descriptions

### RLE 502

#### The Torah and the Former Prophets

The history and faith of Israel from its earliest beginnings through the reign of Solomon, studies in the context of the Near East and in the light of the Torah and historical writings of the Hebrew Scriptures. Special attention is given to the theological significance for Christian faith.

### RLE 504

#### The Prophets

Studies of the prophets of Israel and the world in which they lived, from the division of the Israelite kingdom to the Maccabean period, to understand their message as well as the nature of the prophetic tradition and its relevance for the church today.

### RLE 506

#### The Writings

The study of the cultic and wisdom traditions in Israel with special emphasis upon the book of Psalms, Job and other wisdom materials, and the Five Scrolls. Special attention is given to the significance of the Psalms and Wisdom for Christian theology and devotion.

### RLE 510

#### The Synoptic Gospels

A study of the origins, structure, and general character of the Gospels with special emphasis on the theological thrusts of each gospel. Select periscopes, chosen to create an awareness of the difficulties and problems of New Testament interpretation, are taken for extensive exegesis.

### RLE 512

#### The Johannine Writings

An examination of the Gospel and Letters of John with emphasis on their theology (Christology, Ecclesiology, Eschatology, Ethics) in the context of the historical situation of the community in which and for which they were written.

### RLE 514

#### The Letters and Theology of Paul

An analysis of the authentic Pauline letters, the situations and conflicts which provoked them, and the theology in and behind them. Other letters attributed to Paul in the New Testament (the "deutero-Pauline" literature) also to be included but more briefly.

### RLE 516

#### Early Christianity: Crisis and Process

An in-depth exploration of the issues around which Christianity of the first four centuries took form: the struggle with the Roman empire; the confrontation with the Hellenistic philosophy and religion; Jewish Christianity, gnosticism, and the development of "orthodoxy." The effect of all this on the origin and shape of certain ideas and institutions such as Christology, the mission and structures of Church, Interpretation of History.

### RLE 530

#### The Theological Dynamic in Human Experience

The basis of this course is the view that Christian theology—the attempt to make sense out of our human experience while always keeping in mind our rootedness in the God of Jesus—is accomplished by the entire community of faith, not simply by professionals, whether ministers or theologians. This course offers the fundamental methods which will enable students to engage in the lifelong process of articulating a theology rooted in a developing personal and communal experience that continually dialogues with the Scriptures, with diverse historical, religious, philosophical, and theological traditions, and with the physical and social sciences.

### RLE 532

#### Religion and Modern World Culture

Mindful of the recommendation of Vatican II continuously to "read the signs of the times," the course examines the place of the religious imagination in a world vastly changed by recent scientific, sociopolitical, and economic revolutions. The accompanying global shift in human consciousness and understanding not only affects the secular contexts of people's lives, but has far-reaching implications for the theological and pastoral enterprises as well. Anyone who seeks to promote a dialogue between religion and the modern world must address the contemporary realities and concerns flowing from the above mentioned revolutions. The course will investigate several specific issues involved in, and resulting from, that dialogue, and study their implications for theology and pastoral ministry.

### RLE 534

#### Church and Ministry: Signs of Christ in Contemporary Society

This course will critically and reflectively examine the identity and praxis of the community called Church, which emerged to reclaimed the risen Jesus. It will consider the modes in which that community of believers and disciples has constantly sought to embody the practice of the Kingdom of God proclaimed by the deeds and words of Jesus, and thus to function as the ongoing sacramental presence of God in the World. Particular attention will be devoted to the ways in which the church has understood and expressed itself in the past, to the issue of leadership structures and their relation to the ministry of all the baptized, to the initiatives for ecumenical unity, and to the scope of the mission of a "world church" acting as critical dialogue partner with the pluralist and secular world of our time.

### RLE 536

#### Christology: Contemporary Issues and Problems

Using the contributions of critical biblical scholarship, this course will first reconstruct, from the various Gospel accounts, the traces of what Jesus did and said during his ministry. The way he seems to have faced his death will be compared with the way his death was later interpreted by the faith community. After an analysis of the nature and meaning of the resurrection event, it will study how the post resurrection communities were led to proclaim "who Jesus is and why he is" via title. Moving through the Christological developments of the second to the eighth centuries, the course will finally consider how contemporary human experience impacts on current theological interpretations of Jesus and his meaning for our times, in relation to the faith tradition received about him.

**RLE 538****God and Human Potential: The Humanizing Presence of God**

The purpose of this course is to do critical reflection on the ways in which we speak and think about God, and about the relationship of God to human persons and to the world. Among the central issues to be explored, including their implications for ministering to persons today, are: classical and contemporary models for dealing with God's initiatives towards human persons, and their ways of responding to those initiatives; the limits of language and culture, and the boundaries they create for our life in God; a diagnosis of how our particular "post-Christian" historical situation where many feel the "eclipse" of God—shapes our questions, models, evaluations, and reactions of God and of God's relationship to human freedom, and to human suffering.

**RLE 540****Sacraments and Society**

Beginning from the biblical concept of *mysterion*, and from a theological understanding of God's self-communication in creation and incarnation, this course will then move on to an analysis of the Christological and ecclesiological dimensions involved in the contemporary reconstruction of sacramental theology. It will give particular attention to Karl Rahner's theology of "primary symbol" and Schillebeeckx's emphasis on "encounter." Focusing on Jesus as primordial Sacrament, and on Church as the continuing sacrament of Jesus, it will then consider how the "seven" sacraments are actualizations of the Church as Sacrament. A historical development of how each of the sacraments has been understood and celebrated in the various Christian traditions will finally be related to the ministerial needs arising from contemporary human experience, via a theological methodology that utilizes the contributions of the social sciences.

**RLE 542****Twentieth Century Theologians: The "Masters"**

A critical examination of representative writings of the key figures in the theological movement of this century. Emphasis on these writings and themes which appear to have achieved some measure of permanent value. The authors are studied in the context of their impact on church, society, and the Christian ministry.

**RLE 547****Morality for Today's World: Decision Making for Self and Society**

Exploration of the foundations of Christian ethics, with a concentration of these questions: on what basis do people decide how to make moral choices? What distinguishes moral choices from non-moral ones? Why do we take the moral stands we do on issues facing the churches and society? Are our reasons good ones? Do Christians have different ways of making decisions than people from other religious traditions, or humanists? The course examines philosophical, sociological, and religious perspectives to these questions.

**RLE 552****Psyche and Spirit: Hearing and Wholeness in Psychology and Spirituality**

An exploration of spiritual perspectives on the human personality, based upon the psychological writings of C.G. Jung,

Abraham Mastow, and contemporary transpersonal psychologists. An endeavor to understand the innately human call to spiritual wholeness and investigate specific methods for actualizing one's full spiritual potential.

**RLE 600****Socio-Historical Analysis of Christian Ministry**

The primary objective of the course is to investigate the socioeconomic, political, historical, and ecclesiological developments that have affected the concepts and models of ministry in the past. This investigation forms the basis for a consideration of contemporary developments which compel us to re-evaluate and re-consider the concepts and models of Ministry now and for future Christian communities.

**RLE 608****The Parish Minister as Change Agent in Church and Society**

Notwithstanding its connotation of "service" the process of pastoral ministry also includes a dimension of "power" in the sense that its ultimate purpose is the enablement and empowerment of people. It aims at motivating and helping people and society to transform themselves. This illustrates most effectively the delicate balance between service and leadership. Borrowing insights from the various disciplines connected with social justice the course will investigate the scope and limitations of pastoral "power" to effect societal change.

**RLE 614****Re-Imaging the Church: An Educating and Transforming Community**

The course explores a guiding vision for the church both in terms of its self perception and its interplay with the social and public world. A redesigning of the organizational patterning and orientation of the local church is proposed. The focus is a social science analysis of the faith community as a sociological, political, sexual, and educational form of life. The purpose is to make accessible a more prophetic and educational future to parish life.

**RLE 616****Church Personnel: Collaboration in Ministry**

Keeping in mind the concept of Team Ministry when dealing with Church Personnel, this course investigates the issues of administrative collaboration and delegation, participative decision-making, executive responsibility and authority, social justice requirements, labor and management negotiation, hiring and contracting, financial remuneration and security, health care, etc. It seeks to isolate and identify the principles that must be the basis of personnel management within the context of a community of faith.

**RLE 618****Serving-Administering Faith Communities**

An inter-disciplinary course contributing insights from the secular disciplines on administration and management of groups of people as well as pastoral principles on the nature and function of leadership in Christian communities. It will address the various types and goals of communities of faith, the diversity of interactive and relational dynamics, the multiplicity of human needs and services, and, correspondingly, the various ways in which the ministry of leadership can be implemented.

**RLE 630****Contemporary Views on Sexuality, Marriage, and Family**

A practical and realistic approach to marriage, sexuality, and parenting. Areas to be explored include: the search for closeness, sexual development, intimate relationships, gender differences, divorce, the meanings of love, whole and holy sexuality, the marriage commitment, effective communication, the challenges and joys of parenting, techniques of positive discipline, managing the difficult child, perspectives on family life, changes in middle age, nurturing and celebrating the creative venture of becoming a family.

**RLE 632****The Inter-Generational Dialogue of Faith: Ministry with a Family Perspective**

The course views a community of faith not as an assembly of unencumbered individuals, but as a dialogic gathering of three-generational family systems. It investigates the nature and dynamics of systems in general, and makes specific applications of family, social, and ecclesial systems. It focuses on the process of inter-generational dialogue of faith within an individual, family, and considers how the sharing and interaction of the dialogues of many families are the constitutive elements of any community of faith.

**RLE 662****Parish Models of Education**

The course explores the contemporary search for appropriate and appropriable models of parish religious education. Three major models (and their diverse forms) will be examined and analyzed: Religious Socialization (catechesis), Revisionist (Christian religious education), and Integrationist (religious education). Each model will be explored and compared in terms of its history, conceptual framework, operating principles, purpose, strengths and limits.

**RLE 664****Fashioning a People: The Faith Community as Learning Community**

The course views the community of faith through the lens of education. Traditional and contemporary educative forms in the parish will be examined. A portrait of a teaching church forming and reshaping a people will be explored and redesigned. The focus will be the basic principle that the church community is as salvific as its educational forms and processes are empowering.

**RLE 666****Integrative Religious Education Seminar**

A seminar designed to integrate the theory and practice of religious education and explore its relation to other forms of church ministry. It attempts to engage the participants in self-reflection on their work and professions. The topics of the seminar will address contemporary and emerging issues in the church's educational ministry.

**RLE 668****Imagination: Ministry and Religious Education**

The link between imagination and the professions and practices of church ministry and education is examined. Its role and power in disclosing new life and imaging anew our work. Critical exploration of the images, metaphors, and guiding visions

undergirding the theory and practice of church life. The education power of religious, prophetic, aesthetic, and feminist perspectives in the cultivation of the imagination of church ministers and educators.

**RLE 672****Integrating Older Adults within the Christian Community**

On the one hand the older adult population is growing in numbers and in vigor. On the other hand, stereotypes about aging continue to degrade the value and meaning of older adults. Families, secular and church communities, as well as the business and political worlds effectively isolate older adults (especially those in some need of health care) from the active contexts of life. At the same time they tragically deprive themselves of the experience, wisdom, resources, and contributions of the older generation. The result is a general fragmentation of society in which there is but a minimum of interaction between the various age groups. The course seeks to find pastoral approaches and programs to promote the full integration of the older adults in the life of the Christian community.

**RLE 677****Liturgical Movement (1 credit)**

A study of the movements and gestures of the participants in the Christian assembly. Practice sessions in walking and presiding will be assisted by the videotaping of students' efforts. Several class sessions will focus on liturgical dance, its present practitioners, its possibilities, and its problems.

**RLE 679****Feminist Liturgies (2 credits)**

A study of the theological, ecclesiological, and linguistic issues inherent in Christian feminist liturgies; a survey of current materials available, and a workshop in which feminist liturgical material is prepared.

**RLE 688****Understanding and Ministering to Youth**

An exploration of the developmental stage called Youth from a psychological, behavioral, social, emotional, and moral perspective becomes the basis for a focus on the faith and views of youth. It becomes the basis for a discussion of ways in which youth ministers can best serve the needs of young people. Practical interventions and guidelines are stressed throughout the course.

**RLE 690****Connecting Youth and Church**

A realistic and critical investigation of the phenomenon and the causes of the feeling and alienation between youth and church. Church ideologies, structures, and policies; adult believers' visions of and relationships with youth; youth's processes of differentiation and individualization; these and other situations will be considered in as far as they contribute their share to this alienation. Strategies toward motivating and empowering youth to take their rightful place within the community of faith will be identified and evaluated. Vehicles and programs enabling youth to live out their call to participation and ministry are to be discussed.



**RLE 694****Youth and Relationships**

Youth is the period of life for the crucial learning of the skills needed for personal, social, and professional relationships. Building on the awareness of the characteristics of the developmental stage called "Youth," the course will investigate the nature, purpose, dynamics, and pitfalls of early relationships, analyze their challenges, tasks, and dysfunctions, and apply this knowledge to the various goals and tasks of ministry with youth.

**RLE 698****Understanding the Human Encounter with Death**

Death is an integral fact of life, not only for humans but for all complex living entities, thus making it a cosmic, and not merely a religious issue. The course will investigate current scientific data about the emergence and irreplaceable function of life within the evolving universe, and the apparent paradox of its inescapable demise; compare them with the religious and theological traditions about the nature and purpose of life and death; investigate the psychological and spiritual dimensions of our encounter with death; and consider the pastoral implications of all these issues.

**RLE 700****The Faith Community as Celebrating Community**

The course focuses on the gathering power of "celebration" in enabling the emergence of community. It investigates the nature and dynamics of celebration and discusses its various ritual manifestations. It makes applications to the actualization of Church through the process of celebrating the presence of the ministering Jesus, and through the people's response to the challenges it presents. It looks at, the power of a celebrating community to enable and validate faith, transform individual lives, reconcile people, and develop social and ecclesial contexts congruent with its faith orientation.

**RLE 702****Conversion and Reconciliation: The RCIA**

Focus on the starting point, and, at the same time, the end product of all liturgical celebrations: The conversion of individuals and the reconciliation among all members of the community. A discussion of the psycho-social as well as the religious spiritual dimensions and dynamics of the processes of conversion and reconciliation, and an investigation of the process of people's initiation into the Christian community. The history and contemporary visions, as well as the nature, dynamics and role of the Catechumenate. The theological issues underlying the RCIA and its function in regards to all the above.

**RLE 704****The Sacraments of Initiation**

An investigation of the sacramental dimensions of Christian Initiation in the Early Church and the historical factors that contributed to the dissolution of the rite in the west. Baptism in the New Testament with special attention to the Paul's letters. Theologies of Baptism. Historical development and theology of confirmation. Eucharist in the New Testament and subsequent developments of theology of Real Presence with special emphasis on contemporary insights.

**RLE 706****The Sacraments of Reconciliation and Vocation**

The major historical, theological, and pastoral dimensions of the themes of relationship and commitment, reconciliation and healing, service and leadership, ultimate hope and faith that are inherent in the celebration of the sacraments of Reconciliation, Marriage, Holy Orders, and the Anointing of the Sick.

**RLE 708****The Liturgical Year**

A study of the origin, evolution, and contemporary profile of the Christian cycle of feasts and seasons that constitute the distinctive celebrative process through which (a) the Ministering Jesus is encountered in His life, death and resurrection, (b) the faith of Christians is born and enhanced, and (c) the Christian community is gathered and actualized. It will investigate the practical liturgical and pastoral issues to be addressed by any programs for the involvement of the community in the celebration of Feasts and Seasons.

**RLE 710****Liturgical Art**

A study of the history of church art, liturgical objects and vesture, with particular attention to how the liturgy was affected by the art, in both West and East. Asking "what is liturgical art in twentieth century America?" Permanent chancel and nave art, banners, liturgical objects, vesture, paraments, bulletin covers, and other visual adornments of the liturgy will be examined.

**RLE 711****Homiletics (2 credits)**

The art of Liturgical preaching. The crafting of Liturgical homilies which attend to the lectionary readings and to the eucharistic assembly.

**RLE 714****Church Design**

A study of the history of church design, with particular attention to the theology and liturgy inherent in differing architecture and placement of furnishings; the question of contemporary church design, and the reordering of present church space in liturgical reform. Visits to local churches representative of historic design will be required.

**RLE 716****Personal, Communal, and Liturgical Prayer**

The course will investigate the theological foundations of prayer, while studying the biblical roots of prayer, the prayer of Jesus, and the major traditions of personal, communal, and liturgical prayer in the historical Christian communities. It will confront the distinct problems faced by contemporary men and women in their lives of prayer. It will offer guidance to ministers intent on helping people develop personal and communal models of prayer, and involving them specifically in the liturgical prayer of the Church.

**RLE 718****Toward a Contemporary Christian Spirituality**

Contemporary spirituality is most life-giving when it is inclusive and cooperative reconciling and healing, integrative and involved in the world. It views all of life as within the life of God. It sees prayer and action as inseparable. It balances passionate work for God with rest in God. It connects theology and the spiritual life. It recognizes the relationship between the psychological, the physical, and the spiritual. It is deeply concerned with issues of justice for the powerless poor and it works to prevent the impoverishment of the earth. This is a reading course with emphasis on directed and informed discussion. The texts will include selections from Matthew Fox, Frithjof Capra and David Stendl-Rast, Richard Gregg, Howard Thurman, Dietrich Bonhoeffer and Mev Puleo.

**RLE 719****Spirituality and Liturgy**

The course will examine the New Testament theology of the Christian life as "spiritual" and will embrace the evolution of Christian spiritual traditions and their major themes. Utilizing contemporary theological and psychological insights the course will proceed to develop principles and practices for a spirituality for modern men and women. The liturgical dimensions of spirituality will be investigated, analyzed, and incorporated into present views of Liturgical ministry.

**RLE 720****Liturgical Language**

A study of both the metaphoric character of religious language in the Liturgy and in hymnody, and the prose style especially appropriate to corporate worship. Particular attention will be given to inclusivity of language.

**RLE 722****Sacramental Catechesis**

The course examines the process called "catechesis," its functions and dynamics, and applies the conclusions to sacramental preparation and learning programs for all ages throughout a lifetime. Its primary purpose is to help students develop programs by which the sacramental participation of Christians of all ages is made more effective personally, and more conducive to the emergence of community.

**RLE 724****The Tritium**

A study of the Christian celebration of the three holy days of Holy Thursday, Good Friday, and Easter Vigil. The course will examine the history of the three days, the emerging ecumenical consensus concerning their celebration, the emphases of the various churches, and the problems inherent in encouraging congregational interest. When offered in the spring semester, the course will include attendance at Tridium, Jewish Passover, a Black celebration of Palm Sunday, and an Orthodox Easter Vigil.

**RLE 728****Liturgical Music**

A study of the history of music both of the liturgy and surrounding the liturgy. Focus on the many questions of liturgical music in our time: What is the role of music in the liturgy? What styles of music are open to us? How can Roman Catholics and Protestants learn from one another's insights and traditions? The course will be team-taught by liturgists and musicians from different traditions.

**RLE 731****Eucharist and the Japanese Tea Ceremony (2 credits)**

A study of the Japanese Tea Ceremony. Students will learn to do this ritual both for its own sake and for comparison with the Christian Eucharist. The philosophy of the Tea ceremony will also be studied and compared with a Christian liturgical life.

**RLE 738****American Worship**

A study of American worship patterns. The course will be based on regular visiting of Sunday and midweek liturgies. Students will analyze diverse Christian worship patterns in order better to understand the strengths and weakness of their own patterns. Particular attention will be given to worship services in Christian denominations that are usually considered non-liturgical.

# Master of Science in Nursing (MSN)

## Director

Zane Robinson Wolf, Ph.D., R.N., FAAN

## Faculty

*Professor:* Wolf

*Associate Professors:* Becker, Capers, Giardino, Kinsey, Lauterbach

*Assistant Professors:* Ambrose, Beitz, Dieckmann, Frizell, Haas, Heinzer, Hutelmyer, O'Brien, Serembus

## Description of Program

The program of study may be completed in any of four tracks: Public Health Nursing, Nursing Management/Administration, Adult Health and Illness—Clinical Nurse Specialist, and Primary Care of Adults—Nurse Practitioner. The curriculum reflects a balance between liberal and professional education, and is designed to foster intellectual inquisitiveness, analytical thinking, critical judgment, creativity, and self-direction under the guidance of qualified faculty. Students are adult learners from diverse backgrounds who participate in the development of their own agendas for learning within a planned program of studies.

## Admission Requirements

To be accepted for admission into the program, a student must present:

1. Evidence of successful academic achievement in completing a baccalaureate degree in Nursing from an NLN accredited program. Coursework must include an introductory statistics course (including inferential and descriptive) and an undergraduate nursing research course.
2. Current R.N. licensure in Pennsylvania.
3. Acceptable scores in the Graduate Record Examination (GRE) or the Miller Analogies Test (MAT) taken within the past five years. Arrangements to take the MAT may be made with the Counseling Center of La Salle University. Information on GRE scheduling is also available from the Counseling Center.
4. Two letters of reference from professors or supervisors. At least one reference must be an academic reference.
5. A statement of philosophy.
6. Professional liability insurance
7. One-year work experience as a registered nurse.
8. The Application for Admission, accompanied by the stipulated application fee payable to La Salle University.

The Application for Admission may be obtained by contacting:

Dr. Zane Robinson Wolf, Director  
Graduate Nursing Program  
La Salle University  
Philadelphia, PA 19141  
215/951-1413

## Tuition and Fees 1997-98

Application Fee .....	\$30
Tuition (per credit) .....	\$435
Registration Fee (per semester) .....	\$20
Instructional Technology Fee (per course) ...	\$10

## Tuition Assistance

Professional Nurse Traineeship funding is available. Consult with the Director of the program regarding eligibility.

Information about financial aid and application forms may be obtained from the Director of Financial Aid, La Salle University, Philadelphia, PA 19141, 215/951-1070

## Progression Through the Program

The following is presented as a model for progression through the Master of Science in Nursing program. Individual plans for progression will be determined for each student in consultation with the program Director.

### Required for Degree: 41 graduate credits

Core: Required of students in all tracks (12 credits)

NUR 604 Research and Theory I

NUR 605 Research and Theory II

NUR 607 Advanced Practice Nursing and Administration in Health Care Delivery Systems

NUR 608 Population-Based Care and Advanced Practice Nursing

Track: Requirements vary with specialization chosen (29 credits)

**Adult Health and Illness—Clinical Nurse Specialist**

NUR 616  
 NUR 617  
 NUR 618  
 NUR 620  
 NUR 621  
 NUR 625  
 NUR 626  
 2 electives

**Primary Care of Adults—Nurse Practitioner**

NUR 616  
 NUR 617  
 NUR 618  
 NUR 660  
 NUR 661  
 NUR 665  
 NUR 666  
 2 electives

**Public Health Nursing**

NUR 650  
 NUR 651  
 NUR 655  
 NUR 656  
 ECN 610  
 NUR 635  
 NUR 637  
 2 electives

**Nursing Management/Administration**

NUR 640  
 NUR 641  
 NUR 642  
 NUR 645  
 NUR 646  
 MGT 506  
 ECN 610  
 2 electives

**Master of Science in Nursing/Master of Business Administration (MSN/MBA)**

This dual degree program prepares nurses for leadership positions in a reformed health care system in all types of nursing and health care practice settings. The curriculum focuses on the discipline of nursing, management, and business and emphasizes the delivery of quality health care services. Graduates participate fully in the strategic and operational activities of health care agencies.

**Course Descriptions****Core Courses****NUR 604****Research and Theory I****3 credits**

This course explores the relationships among research, theory, and practice. Students examine the integration of theory in clinical, educational, and administrative areas of nursing. Critique of published research focuses students on the findings and methods of studies and the applicability of research findings to practical situations. Students develop a research question guided by a critical review of the literature. Various research designs are contrasted.

**NUR 605****Research and Theory II****3 credits**

This course is a continuation of Research and Theory I (NUR 604). The student develops a research proposal that originates in a question derived from clinical practice. The course examines treatment of variables, sampling, measurement theory, probability theory, qualitative and quantitative analysis, and the use of the computer in data analysis. The research consumer and participant roles are emphasized.

*Prerequisite:* NUR 604.

**NUR 607****Advanced Practice Nursing and Administration in Health Care Delivery Systems****3 credits**

This course examines the evolution of advanced nursing practice and administration in the context of changing health care delivery systems. Students investigate health care policy development and examine systems of delivering patient care in relation to financial, ethical, legal, social, legislative, political, and professional concerns. Program development, informatics, fiscal management of health care services, budgeting, and reimbursement issues are emphasized. Students explore interdisciplinary networking and coalition-building skills in leadership roles extending beyond the traditional health care environment.

**NUR 608****Population-Based Care and Advanced Practice Nursing****3 credits**

In this course students investigate the roles of advanced practice nurses in meeting the health care needs of diverse populations. Health promotion, disease prevention, resource utilization, and health education responsibilities are examined. Students utilize basic epidemiological concepts and needs assessment for vulnerable populations. They examine the diverse needs of different ethnic and racial groups in a clinical setting.

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## Track Courses

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### Adult Health Tracks

#### **NUR 616**

##### **Assessment of the Adult in Health and Illness**

**3 credits**

This course addresses the health assessment of clients using a framework of physiologic, psychosocial and physical examination data. Students explore history taking methods and principles of physical assessment to determine the client's potential and actual health problems. The purpose of the course is to enable the student to develop skills necessary to evaluate the holistic health status of adults. It combines the principles and generalizations of nursing and other sciences with the nursing care of patients. Clinical problems are analyzed. Students advance in knowledge, clinical judgment, differential diagnosis and decision making skills.

*Prerequisites:* Core, NUR 617, NUR 618

#### **NUR 617**

##### **Pharmacology**

**3 credits**

The purpose of this course is to expand the study of the actions and effects of drugs on the human system. The student will analyze the scope of legal and professional nursing responsibilities related to pharmacology in an expanded nursing role. The student will study principles of drug therapy, mechanisms of action, and selection of pharmacologic agents in clinical practice.

*Prerequisite:* NUR 618

#### **NUR 618**

##### **Pathophysiology**

**3 credits**

The integration of physiological principles to clinical practice. The correlation of physical manifestations with pathological interferences. Recognizing changes in client status, interpreting physiological data, and utilizing this information in formulating nursing care. Nursing implications of current diagnostic studies and pharmacological treatments will also be addressed.

*Prerequisite:* Core

#### **NUR 620**

##### **Biopsychosocial Processes I: Care of Adults in Health and Illness**

**3 credits**

This course focuses on the identification and analysis of biopsychosocial and cultural processes in relation to health and healing in human systems. The student evaluates the complex influences of biological, social, and physical ecology in light of their effects on the health of adults. The leading adult diseases in the United States are emphasized. In addition, nursing interventions for adults with these problems are evaluated from nursing caring orientation and from the service orientations of health promotion, disease prevention, health maintenance, and health restoration.

*Prerequisite:* NUR 619

*Co-requisite:* NUR 625

#### **NUR 621**

##### **Biopsychosocial Processes II: Care of Adults in Health and Illness**

**3 credits**

This course is a continuation of NUR 620, which explores biopsychosocial and cultural processes in relation to health and healing in human systems. The student evaluates significant health problems which represents the leading causes of mortality and morbidity among adults in the United States. At the same time, nursing interventions for adults with these problems are evaluated from nursing's caring orientation and from the service orientations of health promotion, disease prevention, health maintenance, and health restoration.

*Prerequisite:* NUR 619

*Co-requisite:* NUR 625

#### **NUR 625**

##### **Field Study in Adult Health and Illness I**

**4 credits**

This seminar and preceptored practicum course is designed to integrate theory, practice, and research as the basis for clinical practice. The nursing care needs of adults and their responses to health and illness are explored within the context of health promotion, maintenance, and restoration health care services. In this course, health promotion and health maintenance services are emphasized. Clinical practicums are structured according to the needs of the graduate student. The classroom seminars provide a forum for discussion of the roles of the advanced practitioner. The practicums and seminars enhance knowledge, skills, and attitudes relevant to advanced nursing practice in a variety of settings.

*Prerequisites:* NUR 619, NUR 606

*Co-requisite:* NUR 621

#### **NUR 626**

##### **Field Study in Adult Health and Illness II**

**4 credits**

A continuation of NUR 625 in which the preceptored clinical practicums and seminars explore the needs and responses of healthy and ill adults who require nursing care. The course views theory and research as foundations of nursing practice. Advanced nursing practice is examined within the context of health promotion, maintenance, and restoration services. The student investigates the characteristics and functions of the advanced generalists role in relation to clinical problems. Clinical practicums are structured according to the needs of the graduate student. The seminars provide a forum for discussion of various roles and advanced generalists nursing practice. The practicums and seminars enhance knowledge, skills, and attitudes relevant to advanced nursing practice in a variety of settings.

*Prerequisite:* NUR 625

*Co-requisite:* NUR 621

#### **NUR 660**

##### **Primary Care of Adults I**

**3 credits**

This course focuses on the differential diagnosis and management, both pharmacological and non-pharmacological, of common primary health problems in adults. Using guidelines established in Healthy People 2000, the student will evaluate health habits leading to disease and implement

strategies for health promotion, disease prevention, health maintenance, and health restoration. Patient education and counseling techniques will be addressed.

*Prerequisite or co-requisite:* Core, NUR 616, NUR 617, NUR 618 and NUR 630

### **NUR 661**

#### **Primary Care of Adults II**

**3 credits**

This course is a continuation of NUR 660 and continues to focus on the differential diagnosis and management, both pharmacological and non-pharmacological, of common primary health problems in adults. Using the guidelines established in Healthy People 2000, the student will evaluate health risks, and implement strategies for health promotion, disease prevention, health maintenance, and health restoration. Patient education and counseling techniques will be addressed.

*Prerequisite or co-requisite:* NUR 661

### **NUR 665**

#### **Field Study in Primary Care of Adults I**

**4 credits**

This course focuses on the provision of primary care to adults. Clinical experiences in the differential diagnosis and management of common adult problems are precepted by primary care providers. Clinical conferences focus on the process of clinical reasoning through the case presentation method. Pharmacological and non-pharmacological management of disease will be addressed. Seminars focus on the skills of the nurse practitioner.

*Co-requisite:* NUR 660

### **NUR 666**

#### **Field Study in Primary Care of Adults II**

**4 credits**

This course provides the opportunity for further development and refinement of primary care skills and clinical judgment. Primary care preceptors assist students as they refine their skills. Clinical conferences focus on the process of clinical reasoning through the case presentation method. Pharmacologic and non-pharmacologic management of disease will be addressed.

*Prerequisite or co-requisite:* NUR 661

## **Management/Administration Track**

### **ECN 610**

#### **Economics of Health**

**3 credits**

In this course, attention will focus on the economics of health care at both the private and public levels. What is the nature of the health care system from an economic viewpoint? What assumptions underlie this economic viewpoint? Why is the system currently in crisis and what is the outlook for the future? Regarding public policy, how should the saving of a human life be valued? Can an economic case be made for emphasizing prevention over treatment? Besides familiarizing students with current theories that are influencing policymakers, the course will have a practical objective, introducing the student to the application of economic modes of thinking that have particular relevance for everyday decision making.

### **MBA 810**

#### **Self-Assessment for Leadership**

**3 credits**

This experiential course emphasizes the importance of feedback and self-assessment for leadership development. It includes extensive assessment of each participant's management style and skills based on self-evaluations (using structured questionnaires) and feedback from co-workers, faculty, and other participants. Leadership development experiences emphasize time and stress management, individual and group problem solving, communication, power and influence, motivation, conflict management, empowerment, and team leadership. Each participant identifies skills he or she needs to develop, and reports on efforts to develop those skills.

### **NUR 640**

#### **Nursing Management/Administration I**

**3 credits**

The course focuses on the practice of nursing administration and provides students with the opportunity to critically examine the role of the nurse administrator. Theories and principles regarding management of organizational systems within health care settings are examined. Emphasis is given to the delivery of nursing care and services in relation to structure, process, and outcomes within small and large organizational systems. Organizational design, administrative processes, and measuring organizational effectiveness within nursing systems are emphasized. The professional, managerial, and leadership aspects of the nurse administrator role are explored in relation to the practice of nurse administration. Emphasis is placed on the development of computer skills.

*Prerequisites:* Core, MGT 506, ECN 610

### **NUR 641**

#### **Nursing Management/Administration II**

**3 credits**

The emphasis of the course is on the role of the nurse administrator in developing and managing human resource within health care delivery systems. Theories and principles related to the development of an organizational climate that fosters staff satisfaction and productivity are explored. Principles of personnel administration, employee relations, compensation, legal guidelines, and collective bargaining are examined throughout the course. Students participate in group discussions that critically analyze concepts relevant to cultivating and maximizing human resources to enhance patient care.

*Prerequisites:* NUR 640, NUR 607

*Co-requisite:* NUR 645

### **NUR 642**

#### **Strategic and Financial Management for the Nurse Administrator**

**3 credits**

The focus of this survey course is on the application of theories and principles of strategic and financial management to nursing organizations and health care systems. Information technology, management science, decision making strategies, and forecasting and budgeting are explored in relation to small and large health care systems. The strategic planning process and the development of business plans are emphasized in relation to the nurse administrator's role in facilitating the delivery of patient care. Nursing administration theory is used as a

framework within which strategic and financial concepts may be operationalized.

*Prerequisite:* NUR 640

*Co-requisite:* NUR 646

#### **NUR 645**

##### **Field Study in Nursing Management/Administration I 4 credits**

This is the first of two preceptored field experiences designed to provide the student with the opportunity to integrate administration theory, operations, and research in a variety of health care settings in order to positively influence the quality of patient care. With faculty guidance, students select and participate in a variety of experiences that focus on human resource management within a health care setting. Biweekly seminars provide students with experiences in developing the skills necessary for the nurse administrator to influence change, develop work units and teams, and to counsel, coach, and discipline personnel. Trends, ethics, and research in the area of human resource management are also examined. Emphasis is placed on the student's articulation of the philosophical and theoretical basis of the practicum issues and on the development, refinement, and evaluation of the effective management strategies. Clinical practicums are structured according to the individual knowledge and skill needs of the student.

*Prerequisite:* NUR 640

*Co-requisite:* NUR 641

#### **NUR 646**

##### **Field Study in Nursing Management/Administration II 4 credits**

This preceptored field experience is a continuation of NUR 645. With faculty guidance, students select opportunities to participate in strategic and financial management operations in a variety of settings. Biweekly seminars examine the impact of prospective payment on health care organizations and nursing systems with an emphasis on maximizing resources, and discuss the entrepreneurial role of the nurse administrative. These seminars provide students with the opportunity to share and process weekly practicum issues, as well as the development, refinement, and evaluation of effective management strategies to change patient care delivery systems. Clinical practicums are structured according to the need of the individual to provide knowledge and skills essential for the nurse administrator.

*Prerequisite:* NUR 640

*Co-requisite:* NUR 645

## **Public Health Track**

#### **MBA 610**

##### **Business Economics**

**3 credits**

This course is an introductory study of market-type economies. This subject has two broad areas of development. The first of these, called microeconomics, focuses on how individual decision makers behave and interact in markets, and how their interaction governs the allocation of resources and the distribution of goods in modern market economies. Macroeconomics sees the economy as composed of several broad groups of decision makers, particularly households, firms, and governments, and studies how the interaction of these groups affects the aggregate performance of the economy as

measured by such variables as total output, the general price level, and the rate of economic growth. These two approaches are complementary, illuminating different aspects of economic behavior.

#### **NUR 635**

##### **Health Policy and Program Planning**

**3 credits**

Policy formulation and implementation is an expected community health nursing intervention. This course will allow the students an opportunity to develop and strengthen their skills in this area. Health policies will be viewed from a historical perspective; current issues will be discussed. The social, economic, legal, ethical, and political environments which influence policy development will be explored. Students will be introduced to program planning and evaluation and will examine the relationship of these processes to policy analysis and formulation.

*Prerequisites:* Core, ECN 610

#### **NUR 637**

##### **Epidemiology**

**3 credits**

This course focuses on the concepts, principles, and uses of epidemiology in the analysis of the determinants of health and disease. Population-based collection and analysis of health data and its relationship to the utilization of health services will be emphasized. Application of epidemiological methods to communicable and chronic diseases will be discussed and critically analyzed.

#### **NUR 650**

##### **Community Health Nursing I**

**3 credits**

This is the first of two courses designed to provide the theoretical foundations necessary for advanced public health nursing practice. Content will also include the scope and standards of practice for public health nursing as well as an exploration of leading public health problems.

*Prerequisites:* Core, NUR 635, NUR 637, ECN 610

*Co-requisite:* NUR 655

#### **NUR 651**

##### **Community Health Nursing II**

**3 credits**

This is the second of two course designed to provide the theoretical foundations necessary for advanced public health/community health nursing practice. The integration of leadership and change processes within the scope of public health nursing practice is emphasized.

*Prerequisites:* NUR 650, NUR 655

*Co-requisite:* NUR 656

#### **NUR 655**

##### **Field Study in Community Health Nursing I**

**4 credits**

This seminar and precepted practicum course is designed to integrate theory, practice, and research as the basis for clinical practice. The seminar provides students with an opportunity for carrying out the first half of a community health project. The emphasis is on community assessment and organization

as well as priority setting. This ongoing project will be completed in NUR 656.

*Prerequisites:* NUR 635, NUR 637, ECN 610

*Co-requisite:* NUR 650

### **NUR 656**

#### **Field Study in Community Health**

#### **Nursing II**

#### **4 credits**

This seminar and precepted practicum course is designed to integrate theory, practice, and research as the contextual basis for clinical practice. This seminar builds upon the NUR 655 seminar series and affords students the opportunity to complete the implementation and evaluation phases of an ongoing community health project. Emphasis is placed on requisite professional and community roles, responsibilities, and skills to improve and promote communal health and well-being.

*Prerequisites:* NUR 650, NUR 655

*Co-requisite:* NUR 651

## **Electives**

### **NUR 615**

#### **Family Health Nursing**

#### **3 credits**

This course explores theoretical perspectives on the family and analyzes factors influencing family health. Students examine the life cycle of the family, including the transitions of childbearing, the prenatal period, childrearing, and bereavement. Health promotion interventions are proposed.

### **NUR 630**

#### **Cultural Diversity in Health Care**

#### **3 credits**

This course focuses on the interrelationship between sociocultural factors and health/illness beliefs and practices of individuals from various ethnic and cultural groups. Illnesses and risks for alterations in wellness within the ethnic/cultural groups will also be examined. Comparisons in health related views and practices will then be made between and among the various ethnic/socio-cultural groups and the professional health care system. Methods for fostering the delivery of culture-specific health care will be identified. Cultural theories prerequisite for understanding cultural and ethnic factors related to health care will be discussed.

### **NUR 632**

#### **Seminar in Nursing History**

#### **3 credits**

The purpose of this seminar is to expand the student's awareness of the historical role of nursing as a social response to the health needs of the American public. The changes in nursing itself will be viewed through the context of American political, economic, and social forces. The internal forces of nursing will be analyzed as responses to those events. The philosophies of nursing leaders and other leaders and groups will be analyzed.

Emphasis will be given to the interplay between societal forces and American nursing practice, education, and administration.

### **NUR 638**

#### **Group Process in Nursing Practice**

#### **3 credits**

Nurses in advanced practice are increasingly called upon to participate in and provide leadership to groups of patients, families, and professional staff. Further, they participate in group meetings that influence the direction of health care organizations. The purpose of this course is to provide the student with a group experience which will sensitize the student to (1) group properties and process, (2) the impact of one's own and the behavior of others on the group. The emphasis in the course will be on a weekly analysis of group process and the development of skills for group problem solving and productive group work.

## **Education Concentration**

### **NUR 610**

#### **Nursing and Health Education**

#### **3 credits**

This is the first graduate nursing education course in a three course sequence designed to prepare the master's level nurse for beginning teaching roles in nursing education, staff development, and public/health education. The course explores the historical and philosophical underpinnings of education and their relevance to the education of nurses and the public. Emphasis is given to nursing education theory, critical analysis of theories of learning and teaching strategies, and exploration of current issues in nursing education, nursing practice, and public/health education.

### **NUR 611**

#### **Methods of Education in Nursing**

#### **3 credits**

This course builds on the content of NUR 610 and focuses on the way in which the components of the teaching/learning process are organized in order to meet the needs of the learner—nursing student, client/patient and family, and practicing nurses. The emphasis in this course is on the application of models and strategies in any classroom or clinical setting where nurses are responsible for others' learning.

### **NUR 612**

#### **Field Study in Nursing Education**

#### **3 credits**

This seminar and precepted practicum course is designed to integrate educational theory and methods. Students will participate in a variety of experiences that focus on educating nursing students, other nurses, and nursing's clients. The ethical and legal issues of education will be explored.



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## Informatics Concentration

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**NUR 512****Informatics for Nurses****3 credits**

This course focuses on understanding the fundamentals of computer systems and how they might be applied to support nursing and health care administration. It emphasizes the use of computer applications software for Internet research as well as data analysis and reporting. Content incorporates theoretical and “hands-on” exposure to word processing, spreadsheet, database management, presentation graphics, and communications software. No prior knowledge of computers is required for this course.

**NUR 613****Nursing Informatics for the Advanced Practice Nurse****3 credits**

This course focuses on career development for the advanced practice nurse in the clinical specialty of nursing informatics. It emphasizes the role of the informatics nurse in both traditional and non-traditional settings. A wide variety of clinical systems are discussed in relation to their use and significance in today’s health care industry. The course examines the transformation of nursing data from information to knowledge. It explores the full spectrum of an information system’s life cycle from planning through implementation and evaluation.

**NUR 711****Nursing Database Management Systems****3 credits**

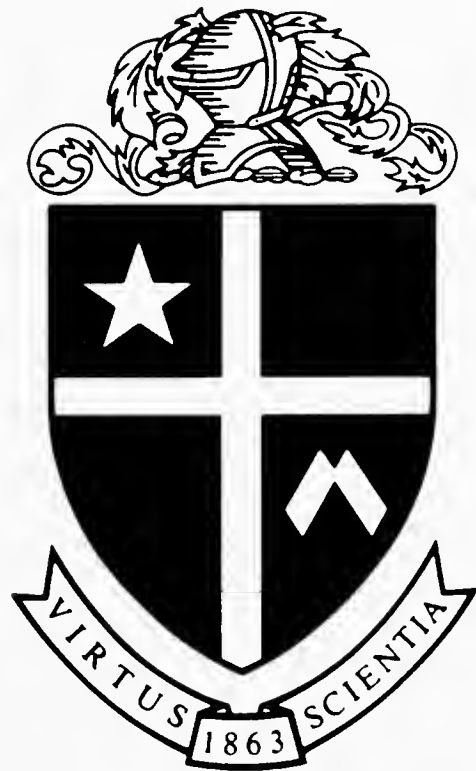
In this course students explore the concepts of file systems and database management systems in the context of information processing for healthcare delivery. Hardware and software requirement of a database management system are examined. End user database system applications are implemented, using micro computer relational database and spreadsheet software. Students investigate entity-relationship, relational, hierarchical, and network models.

**NUR 712****Nursing Decision Support and Expert Systems****3 credits**

This course examines how nursing decision support and expert systems are planned, designed, and developed. Instructions on concepts and methodologies will be reinforced thorough hands-on application projects encompassing three paradigms of nursing informatics: executive information systems, decision support systems, and nursing/clinical expert systems. The processes and steps involved in planning, analyzing, and designing nursing decision support and expert systems are discussed along with the introduction of project management, interfacing with systems users, and evaluation of systems effectiveness.

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**Fall Semester**

August 25 to 27	Undergraduate in-person registration
August 26 - 27	Graduate in-person registration
August 31 to September 2	New student orientation
September 3	Undergraduate and graduate classes begin*
September 9	Last day for late registration and change of roster
September 24	Last day for filing Pass/Fail option
October 26	Academic Convocation
October 27 to 29	Senior pre-registration
October 30 to November 4	Junior pre-registration
October 31	Mid-semester holiday*
November 3	Mid-semester grades due
November 4	Last day for withdrawal from classes
November 5 to 10	Sophomore pre-registration
November 11 to 14	Freshman pre-registration
November 26 to 28	Thanksgiving holidays*
December 12	Classes end*
December 15 to 19	Final examinations*
December 20	Supplementary examination date
January 2	Fall semester grades due

**Spring Semester**

January 6 - 7	Undergraduate and Graduate in-person registration
January 12	Undergraduate and Graduate classes begin
January 17	Last day for late registration and change of roster
January 19	Martin Luther King Jr. Holiday
February 2	Last day for filing Pass/Fail option
March 2 to 6	Mid-semester holidays*
March 3	Mid-semester grades due
March 9	Last day for withdrawal from classes
March 16 to 18	Junior pre-registration
March 19 to 24	Sophomore pre-registration
March 25 to 30	Freshman pre-registration
April 10 to 13	Easter holidays*
May 1	Classes end*
May 4 to 8	Final examinations*
May 11	Graduating students' grades due
May 16	Baccalaureate Liturgy
May 17	Commencement
May 18	Spring semester grades due

\* Dates may differ for graduate programs. Graduate students should check with their program directors for specific schedules.

**1997**

AUGUST	S	M	T	W	T	F	S
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	31						
SEPTEMBER	S	M	T	W	T	F	S
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OCTOBER	S	M	T	W	T	F	S
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NOVEMBER	S	M	T	W	T	F	S
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**1998**

JANUARY	S	M	T	W	T	F	S
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FEBRUARY	S	M	T	W	T	F	S
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MARCH	S	M	T	W	T	F	S
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	8	9	10	11	12	13	14
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APRIL	S	M	T	W	T	F	S
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MAY	S	M	T	W	T	F	S
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